



Cambridgeshire
County Council

Whole School Anti Bullying Policy

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Section 1 Context including National and Local policy and legislation

The profile of bullying and anti bullying work locally and nationally has never been higher. Evidence from national and local research shows that bullying is widespread and consultation with children and young people (CYP) repeatedly identifies bullying as a key concern for them.

This policy supports the vision of Cambridgeshire County Council and the Cambridgeshire OCYPS Anti Bullying Strategy which is that *'everyone should have a right to live in an inclusive atmosphere, free from bullying and be treated with dignity. The health, wellbeing and emotional welfare of all children and young people are of paramount importance and should be treated as such.'*

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non statutory guidance. **(see appendix A National Legislative and Policy Context)** The School Standards and Frameworks Act 1998 defines the school's legal responsibility stating 'Head teachers in state school have a duty to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all forms of bullying among pupils' Under the Education Act (2002), schools have a legal duty to 'safeguard and promote the welfare of pupils', which includes protecting CYP from bullying. More recently the Children Act (2004) and the Education and Inspections Act (2006) firmly establish that schools and other organisations providing services for CYP have a responsibility to provide the necessary resources needed to ensure that the CYP in their care achieve the 5 'Every Child Matters' outcomes (2004) enabling them to be safe and healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on these five outcomes and seeks to evaluate how well school are meeting these aims. Dealing with bullying, discrimination and harassment is a high profile aim in two of the five national outcomes for CYP namely 'Stay Safe' and 'Make a Positive Contribution' as well as impacting on the other three outcomes. Under these two key outcomes schools are inspected for the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. The new Self-Evaluation Form (SEF) requires schools to routinely gather and analyse school data to inform practice and response. This includes monitoring incidents of bullying and evaluating the school's anti bullying responsive and preventative strategies. **(See appendix B Inspecting Schools)**

This policy takes into account and is consistent with the following national guidance:

DfES (2002) Don't Suffer in Silence
DfES (2003) Bullying: Effective action in Secondary Schools
DfES (2004) Bullying - A Charter for Action
DfES (2004) circular – School Inclusion: Pupil Support
DfES (2006) Working Together to Safeguard children
DfES (2006) 'Bullying Around Racism, Religion and Culture
DfES (2005/6) Stand Up for Us – Challenging homophobia in schools
DCSF (2007) Guidance on the Duty to Promote Community Cohesion
DCSF (2007) Safe to Learn: Embedding Anti Bullying Work in Schools

It also reflects recommendations from Ofsted and national programmes and strategies including:

Ofsted (2003) Every Child Matters: Framework for the inspection of children's services
DH/DfES (2006) National Healthy Schools Programme
DfES (2005) Primary National Strategy: Behaviour and Attendance
DfES (2005) Secondary National Strategy: Behaviour and Attendance
DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning

This policy is consistent with guidance and support provided by the National Anti Bullying Alliance

Section 2 What is Bullying?

a) Our Shared Beliefs about Bullying

Bullying damages children's and young people's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's and young people's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. This school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children and young people

b) A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect CYP's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the Cambridgeshire OCYPS definition of bullying, which states that 'bullying is the persistent, deliberate attempt to hurt or humiliate someone'.

At our school we define bullying as: a persistent, deliberate attempt to emotionally or physically hurt, humiliate or exclude someone based on an imbalance of power which makes it hard for the bullied person to defend themselves.

For the children at our school the definition is: bullying is hurting someone with words or actions over and over again.

c) Bullying Forms and Types

Although children and young people may be particularly vulnerable to bullying as a result of personal characteristics such as height, weight, colour of hair or more structural inequalities such as race, disability or sexuality, anyone can be bullied for almost any reason or difference. Research has identified various different types of bullying which reflect different causations.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them

Relational / indirect – by having nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' - for example, via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.

Specific Types of Bullying

Specific Types of Bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked – after children or otherwise related to home circumstances
- Sexist or sexual bullying

(See appendix C Specific Types of Bullying)

Bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations have been identified and include:

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some CYP can adopt different roles at different times, or at the same time (a bullied child might be bullying another child at the same time, or a seeming 'reinforcer' might become a 'defender' when the ringleader is not around).

d) Recognising Signs and Symptoms

CYP may indicate by physical signs or behaviour that they are being bullied. The following physical signs and behaviour could indicate other problems but bullying should be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP

- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' and money 'lost'
- Starting to steal money (to pay bully)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide (extreme cases)

Section 3 – Implementing the Anti Bullying Policy in our School

a) Introduction

This anti bullying policy is set within the wider context of the school's overall aims and values and our work as a National Healthy School. As a National Healthy School, we are committed to engaging with a whole school approach to examining and developing all aspects of school life to enhance the physical and emotional health and wellbeing of the whole school community.

At Swaffham Bulbeck CE Primary school:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others.
- We lay firm foundations to enable them to move safely through adolescence into adulthood.
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school policies which support our Anti Bullying policy include whole school positive behaviour, PSHE and Citizenship, equality and diversity policies (e.g. disability equality scheme, gender equality scheme and race equality policy), pupil support and safe guarding acceptable use of ICT policy, confidentiality, site and staffing policies

As well as engaging in the National Healthy Schools Programme, we are also participating in the following local and national programmes and areas of work which support the implementation of this policy:

The Social and Emotional Aspects of Learning Programme (SEAL) and CPD for teachers, including participation in antibullying week.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. In line with national guidance the school has allocated specific responsibility for anti bullying work to the Headteacher who will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- evaluating data to inform policy development (SMT responsibility)
- co-ordinating anti-bullying curriculum opportunities(PSHE coordinator responsibility);
- overseeing the effectiveness of the anti-bullying prevention and response strategies (SMT responsibility)
- supporting staff to ensure alignment with the school anti-bullying policy and practice (SMT responsibility)

b) Policy Aims

The aim of this anti bullying policy is to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti bullying ethos and culture. The policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and well being, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy
- To safeguard and offer support and comfort to CYP who have been bullied.
- To apply reasonable and proportionate disciplinary sanctions to CYP causing the bullying
- To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To provide longer term support to promote the self esteem of those who have been bullied to reduce the likelihood of long term damage and also to address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable CYP and those critical moments and transitions when they may become vulnerable, and provide additional support when needed.
- To ensure all staff are trained and supported and model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- To provide curriculum opportunities including an entitlement framework for Personal Social and Health Education and Citizenship that includes learning about bullying and discrimination

c) Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- staff who are trained in listening skills and anti bullying issues
- bubble time which is monitored daily

- buddies, identified by the children themselves, including older pupils and adults other than teaching staff to whom CYP who are experiencing being bullied may turn
- the school's council
- worry book
- adult counsellors or drop in facilities to talk with home-school liaison worker

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- the school's and or /local authorities anti bullying leaflet for CYP
- the school's and or /local authorities anti bullying leaflet for parents/carers
- the school's prospectus/booklet
- the school's notice/information board
- the school's curriculum/open evenings for parents/carers

d) Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying, which will be followed by all staff. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved. In cases involving cyberbullying, the school will follow the guidance in appendix G in conjunction with the process described below.

The procedure and stages in responding effectively to bullying at our school are:

- **Monitoring and recording behaviour and relationship issues.** The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall behaviour management policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves using a playground book.
- **Making sure the person being bullied is safe and feels safe.** When a child says s/he is being bullied (including when s/he describes disability, racist, gender or homophobic bullying), it is important to acknowledge this. A child's feeling that s/he is being bullied should never be dismissed. Incidents of bullying reported by witnesses should be treated in the same manner.
- **Establishing and recording what happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders').** Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records will detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies will also be recorded. The logging form covers
 - Date, time incident reported
 - Member of staff to whom the incident was reported
 - Date, time, location of alleged incident
 - Nature of the alleged incident
 - Date, time when parents/carers were informed
 - Details of immediate action taken
 - Details of follow up strategies including outcomes of mediation and reconciliation process

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records will be factual and where opinions are offered these will be based on factual evidence. CYP will be invited to contribute initially and on an ongoing basis throughout the follow up period. Where appropriate CYP will be told what should happen to the information. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in the filing cabinet in the head's office and until the child leaves the school when it will be transferred at the heads discretion. **(See appendix D Sample Bullying Incident Report Form)**

The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the RaID website. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. An additional written record will be also be kept and shared with the governing body. The governing body will use this record to support the submission of figures in relation to racist bullying / incidents to the local authority on a termly basis.

(See appendix E RaID / Sample Racist Incident Report Form)

- **Deciding upon a response.** All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that CYP causing harm should be held to account for their behaviour. This means:
 - Accepting responsibility for the harm caused to the individual being bullied;
 - Accepting responsibility for the harm caused to others (for example staff, friends or family);
 - Recognising the need to take action to begin to repair the harm caused; and
 - Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.

The school supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many CYP who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

- The school will consider the use of disciplinary sanctions when responding to incidents of bullying. This may be where the school's restorative approach has failed to prevent further incidents of bullying. Where appropriate the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what he/she is doing. Disciplinary sanctions are intended to:
 - Impress on the perpetrator that what he/she has done is unacceptable
 - Deter him/her from repeating that behaviour
 - Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the CYP who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the CYP to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and relational bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated. The school will draw upon the school's behaviour management policy and follow the system for sanctions, which includes:

- removing child / young person who is bullying from particular groups of CYP including withdrawing them from certain activities breaktimes/ lunchtimes.
- involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying e.g. a letter of apology
- withdrawing privileges

Where CYP do not respond to the school's restorative strategies (see above) or sanctions and in the case of more serious and persistent bullying including when violence and damage to property has taken place the school will consider excluding the perpetrator from school. The DCSF guidance for exclusion appeal panels makes clear that 'pupils responsible for violence and threatened violence should not normally be re-instated'. Some CYP who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, this will be considered differently from an unprovoked attack.

(See Appendix G Responding to Cyber bullying pdf)

- **Communicating with the whole school community.** The school will communicate, where necessary and appropriate to the whole school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/ carers. (See Section Working With Parents/Carers)
- **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.** Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to be done. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought.

Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school bus, the school will follow the guidance in the Positive Behaviour policy on regulating the conduct of CYP at times when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

The school encourages CYP to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- raise concerns and take steps as appropriate alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with appropriate outside agencies
- offer pupils and parents/cares strategies to handle bullying of the school premises and guidance on how to keep safe on the internet.

e) Working with Parents/Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied and the child/ young person who is allegedly bullying, will be invited to the school to discuss their children's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying...'. While the school firmly believes that all bullying is unacceptable and that where bullying occurs it must be challenged and the perpetrators made to accept responsibility for their behaviour and make amends, the school will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote and make it harder to reach a resolution that is effective and long lasting.

The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children to learn about the consequences of their actions.

The school takes parents/carers reporting bullying seriously. Parents are initially encouraged to refer their concerns to the class teacher and more senior members of staff. More senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the member of staff. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents report form. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advise on recognising the signs and symptoms of bullying in CYP and how to approach the school to register concerns/incidents and seek support is available via the:

- school's/ local authority anti bullying leaflet for parents/carers
- school's prospectus / booklet
- school's notice/information board

- school's positive relationships/behaviour and anti bullying awareness events

f) Following Up / Supporting and Monitoring

The school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form a part of the school's anti bullying preventative work. Our strategies include:

- Providing opportunities for class, circle time where CYP can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for CYP to take turns, if they choose, to talk about an issue of concern -the whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way
- Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for CYP who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing support groups
- Providing supportive and nurturing structures for identified vulnerable individuals

(See appendix F Responding to and Following Up Incidents of Bullying)

g) Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment for CYP and the whole school community. Alongside the school's responsive strategies for dealing with bullying incidents when they occur, the school adopts as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our approach includes:

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme (SEAL)
- Ensuring that the school's anti bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school

- Providing opportunities to celebrate effective anti bullying work e.g. Princess Diana Memorial Award
- Providing training on behaviour management and anti bullying for all relevant staff including playground staff
- Providing a school council and regular circle time, enabling CYP to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies and playground Friendship Benches
- Participating in the national annual anti bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing confidential communication systems such as Bubble Time and counselling services, and working with CYP to identify key individuals with whom they can confide.
- Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems or mixed age group tutor groups to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key phases.
- Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. transport service providers and engaging in community initiatives and safer school partnerships
- Linking with other schools in a local school partnership and with local authority strategies

h) Delivering the Entitlement Curriculum for Friendships and Relationships and Bullying in our school

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of CYP's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Cambridgeshire Primary Scheme of Work for PSHE and Citizenship / Secondary Personal Development Programme in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
- The school is also implementing the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school approach to enhancing children's learning and understanding in relation to social, emotional and behavioural skills.
- The school also uses the Cambridgeshire Education Child Protection Service 'Staying Safe' Programme.
- The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- Designated lesson/tutor times/focussed events/ health weeks/ conferences.
- Other curriculum areas such as Citizenship, Religious Education, Humanities, History
- Enrichment activities such as visits from the Life Education Centre, drama groups/ theatre in Education, outside agencies.

(See Appendix H Curriculum Entitlement Framework)

See school's PSHE and Citizenship policy for further detailed information on curriculum planning, teaching methodologies and teaching resources

i) CYP's Consultation and Participation

The school considers listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools anti bullying policy and practice and engaging in initiatives to support an anti bullying ethos in school. CYP actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Identifying new forms of bullying, such as cyber bullying
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active participant role in challenging bullying such as engaging in peer support schemes such as buddying.

The school adopts a number of democratic methods / systems for promoting pupil consultation including:

- Class and school councils, house groups,
- Focus groups and face to face discussions with small groups of CYP
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.
- Surveys including written questionnaires, draw and write and research designed and carried out by CYP.
- Suggestion boxes and bubble time.

j) Whole Staff Awareness and Training Opportunities

The school endeavours to ensure that teachers and other adults working with CYP are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in CYP and how to identify vulnerable CYP who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying and have a clear understanding of the school's policy and procedures on preventing and responding to incidents of bullying including providing short and long term support to those affected by bullying. The school's approach to anti bullying work is included within induction programmes for new staff (including temporary and supply staff) The views of staff are sought as part of the school's review and evaluation of the anti bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

k) Involving Outside Agencies

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are equipped with the skills and knowledge to address bullying effectively. Support and involvement from Cambridgeshire services is accessed either centrally or through liaison with the school's multidisciplinary Locality Team. At times, the school will seek support from:

- Cambridgeshire PSHE Service
- Cambridgeshire Specialist Teaching Service
- Cambridgeshire Race Equality and Diversity Service
- Cambridgeshire Education Child Protection Service
- Education Welfare Officers
- Education Psychologists
- Parent Support Advisers
- Early Years and Childcare Specialists
- Children and Adolescent Mental Health Services
- Youth Offending Team (secondary)
- Area Social Care Teams
- Area Additional Needs Teams
- Police
- Sexuality

We also draw on the resources of other national agencies such as:

- The National Anti Bullying Alliance, Child Line, Kidscape, Parent Plus,

I) Monitoring and Evaluating the Anti Bullying Policy

The school's anti bullying policy and practice is regularly monitored and evaluate to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The policy review is coordinated by the PHSE coordinator with the SMT and involves monitoring and evaluating anti bullying preventative and responsive strategies / interventions, to ensure the school's practice is effective and sustained and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community including staff, governors, CYP (see section 3i) and parents/carers using a range of methods such as:

- surveys and questionnaires
- whole school audit tools

(See Personalising the Anti Bullying Policy for suggested tools for auditing)

The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. Other informative data includes:

- Playground book and worry book
- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non attendance
- Exclusion data relating to bullying
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Information and evidence collected under the National Healthy School theme of 'Emotional Health and Wellbeing (including bullying)
- Information contained in School Development Plans

The results of the review are used to inform areas for school development, which are included in the School Improvement Plan and other appropriate actions plans.

The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on the five Every Child Matters outcomes. The results of the evaluation of the school's anti bullying policy and practice are used to inform the evidence presented in the school Self Evaluation Form (SEF) in relation to two of the five national outcomes for CYP namely 'Stay Safe' and 'Make a Positive Contribution' demonstrating the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. **(See Appendix B Inspecting Schools)**

The personnel committee will have responsibility for monitoring the effectiveness of the school antibullying measures.

The policy is reviewed annually.

Review date due: February 2009

Section 4 – Appendices

Appendix A - Bullying: National Legislative and Policy Context

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an anti-bullying policy. Children and young people should be involved in both the development and the monitoring of the anti-bullying policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students and reiterates the power of school staff to use physical force in certain circumstances.

The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons

The Race Relations Amendment Act (2000) requires schools to have a Race Equality policy, which stipulates how the school will work towards the elimination of racial discrimination and promote good race relations. Schools must monitor and assess the impact of this policy and other relevant policies on children and young people of different ethnic groups. (See the Cambridgeshire guidance 'Equality and Community Cohesion in Cambridgeshire Schools: Making Children Matter' for local guidance on policy development and ensuring schools meet the requirements of the Race Relations Amendment Act 2000. See also 'Equally Safe', Cambridgeshire guidance on responding to, recording and reporting racist incidents, including incidents of racist bullying). Failure on the part of a school to deal with bullying which involves a racist element could be a potential breach of the RRAA 2000.

The Special Educational Needs and Disability Act (2001) states that it is unlawful for any school to discriminate against disabled pupils.

The Disability Discrimination Act (2005) places a duty on schools to ensure that any person with a 'physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities is not subject to discrimination' The act requires schools to pro-actively promote disability equality and eliminate disability-related harassment. The act is supported by the **Disability Equality Duty (2006)**, which requires schools and public bodies to produce a Disability Equality Scheme to show how they are meeting their general and specific duties.

The Equality Act (2006) places a statutory duty on schools to have due regard to the need to eliminate unlawful sex discrimination and harassment and promote equality of opportunity between females and males. The act is supported by the **Gender Equality Duty (2006)**, which requires schools to produce a Gender Equality Scheme to show how they are meeting their general and specific duties. The Equal Opportunities Commission guidance for schools highlights the link between gender stereotyping and homophobic bullying pointing out that CYP who are seen by their peers to break gender norms are frequently subject to homophobic bullying. Part 2 of the Equality Act (2006) introduces provisions outlawing discrimination on the grounds of religion or belief in education in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. **Stay Safe**
3. Enjoy and achieve
4. **Make a positive contribution**
5. Achieve economic well-being

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Joint local authority inspections (Joint Area Reviews) seek to evaluate how well children's services are meeting these aims and outcomes. The effectiveness of school and local authority responses to the linked issues of bullying, discrimination and harassment form a key part of any overall judgment made in respect of these two outcomes. Under the JAR there is an additional focus; a sixth outcome on the experiences of 'Looked After Children' in relation to bullying at school or in the community.

Ofsted's Revised Guidance (2005) provides information on how Ofsted will report on the way in which schools and children's services are working to monitor and prevent bullying. The School's Self Evaluation Form (SEF) requires schools to routinely gather and analyse data to inform practice and response. This includes monitoring incidents of bullying and evaluating the effectiveness of the school's anti bullying policy.

The DfES guidance Safeguarding Children in Education (2004) states that safeguarding children covers not only child protection but also other areas including bullying.

The DfES guidance Working Together to Safeguard Children (2006) provides guidance on managing bullying in school.

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'.

Article 6: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: 'All the rights must be available to all children whatever their race, religion, language or ability'.

Article 3: 'A child's best interests should always be the main consideration'.

Article 12: 'Children's opinions should always be taken into account in matters that concern them'.

Article 19: 'Children have a right to be protected from being hurt or badly treated'.

Article 37a: 'No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment'.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding, hence it can be enforced in UK courts

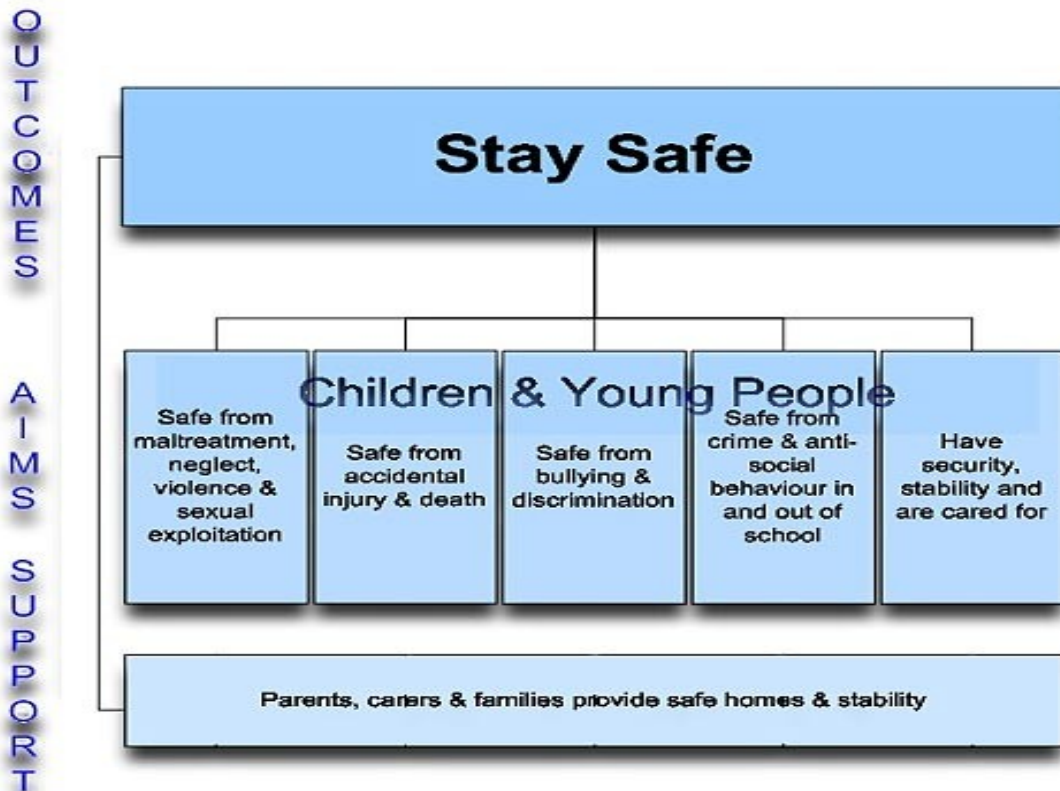
Appendix B - Inspecting Schools

Every Child Matters

Self Evaluation Form

Bullying, Discrimination and Harassment
Key Judgements and Evidence

Outcome 2: Stay Safe



Links to Self Evaluation Form

4. PERSONAL DEVELOPMENT AND WELL-BEING

4b To what extent do learners feel safe and adopt safe practices?

Schools should report on:

- whether learners feel safe from bullying and racism
- the extent to which learners have confidence to talk to staff and others when they feel at risk.

Inspectors should evaluate the extent to which learners:

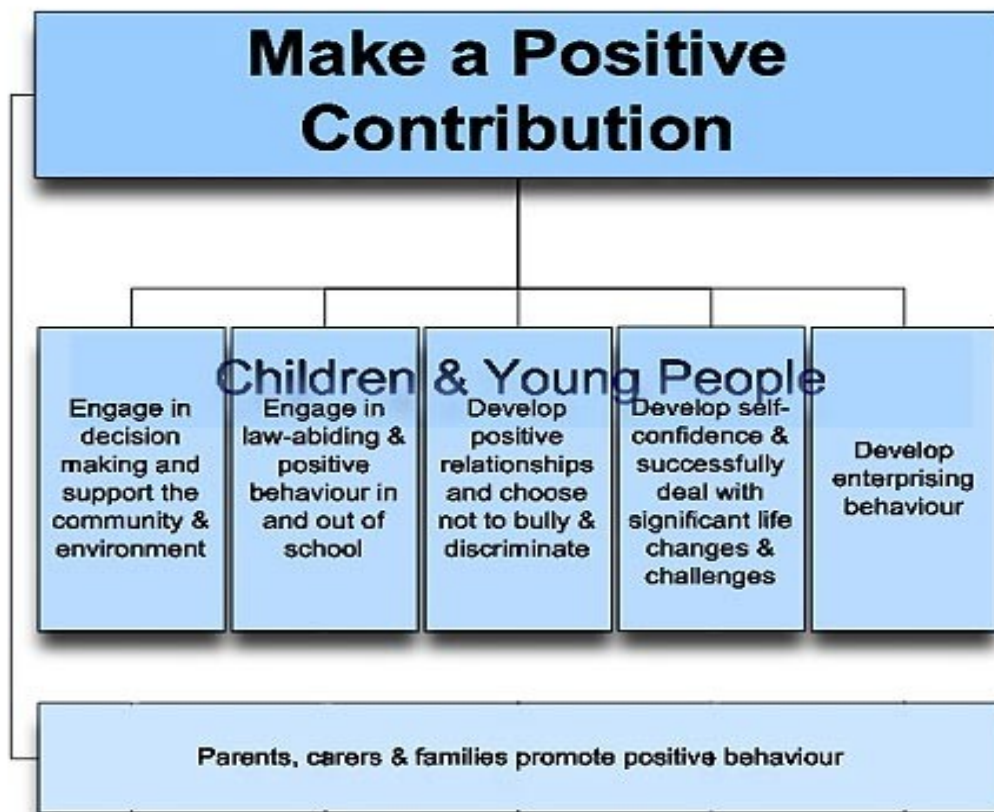
- display concern for others and refrain from intimidating and anti social behaviour
- feel safe from bullying and discrimination and how confident they feel in reporting incidents and getting support if victims of it

Outcome 4: Make a Positive Contribution

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Links to Self Evaluation Form

4. PERSONAL DEVELOPMENT AND WELLBEING

4d How well do learners make a positive contribution to the community?

Schools should report on:

- learners' growing understanding of their rights and responsibilities and of those of others
- learners' ability to express their views and take part in communal activities

Inspectors should evaluate the extent to which learners:

- form stable, positive relationships with others
- show social responsibility, and refrain from bullying and discrimination

5. THE QUALITY OF PROVISION

5b How well do the curriculum and other activities meet the range of needs and interest of learners?

Schools should report on:

- The extent to which the provision enables and encourages learners to be healthy and stay safe

Inspectors should evaluate the extent to which the provision:

- Contributes to the learners' capacity to stay healthy and safe

Appendix C -Types of Bullying

Bullying related to race, religion or culture

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self worth and self esteem.

Schools have a statutory duty to log all incidents of racist or faith-based bullying and submit them on a regular basis (termly) to the local authority. This allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The Stephen Lawrence Inquiry Report (1999) defines racism as 'conduct or words which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its more overt form'.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

Bullying related to sexual orientation

Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context. Also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging

Bullying of young carers or looked after children or otherwise linked to home circumstances

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual Bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used. Children and young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Appendix D - A Sample Bullying Incident Report Form

Logging and Filing information

This form should be completed within 24 hours of the incident's being reported. Due consideration should be given to issues of confidentiality, including third party information.

ALLEGED BULLYING INCIDENT			
Student allegedly bullied Name(s)	d.o.b.	Year	Group
Ethnicity	Gender M / F	SEN Stage	
Home language	looked-after child Y / N		
Date of incident			
Time of incident			
Location of incident			
Nature of incident, identify details of any injury or damage to property, etc			
Circle any elements that apply:			
Racist	Sexual/Sexist	Homophobic	SEN/Disability
Member of staff to whom the incident was reported			

Alleged perpetrator(s):		
Name(s)	Year	Group
Witnesses to the incident		
Witness reports of incident (continue on separate sheets if necessary)		
Parents/carers of alleged subject(s) informed:		
Date		Time
Parents/carers of alleged perpetrators informed:		
Date		Time
Details of immediate action taken		

Appendix E – Sample Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website <http://www.ccc-raid.co.uk/> (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or Judith.evans@cambridgeshire.gov.uk or Health Lawrence at CREDS on 01223 568841 or heather.Lawrence@cambridgeshire.gov.uk)

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders

RACIST INCIDENT REPORT FORM

School/Establishment

Date & time of Incident.....

Victim's name.....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Perpetrator's name.....	
Year Group/Age	<input type="checkbox"/>
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>
Teaching Staff	<input type="checkbox"/>
Support Staff	<input type="checkbox"/>
Unknown	<input type="checkbox"/>

Nature of incident (*tick any that apply*):

Racist comments and language	Ridicule and ostracism	Provocative behaviour
Verbal abuse and threats	Racist graffiti	Possession/distribution of racist material
Physical assault	Written abuse	Other

Damage to property

Details of incident:.....

.....

To be completed by designated member of staff

Action taken.....

.....
(continue on separate sheet if necessary)

Have parent(s)/carer(s) of victim been informed? YES NO

Have parent(s)/carer(s) of perpetrator been informed? YES NO

Perpetrator's ethnic origin (including Traveller or Refugee)

Victim's ethnic origin (including Traveller or Refugee).....

Outcome recorded in victims/perpetrator's files (*please circle*)