



## **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 indicates that bullying is widespread and consultations with children and young people repeatedly identify bullying as a key concern for them.

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)

In particular, The Education Inspectors Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven by bullying.

The Common Inspection Framework (2015) requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils' personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying (see appendix Inspecting Schools).

## **What is bullying?**

### **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 to improve outcomes for children and young people.

### **A Definition of Bullying**

Bullying is a subjective experience that can take many forms.  
At our school we define bullying as:

'Emotionally or physically harmful behaviour which is:

- Repetitive, willful or persistent

- Intentionally harmful, carried out by an individual or a group
- Based on an imbalance of power leaving the person who is bullied feeling 'defenseless'.

Bullying is defined as:

'The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.' Anti-Bullying Alliance

For the children at our school the definition of someone who bullies is someone who:  
'Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher.' Cambridgeshire child

### **Bullying Forms and Types**

The school recognises that 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

**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 phones.

#### **Specific Types of Bullying**

Specific Types of Bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational and disability needs (SEND)
- Bullying related to being gifted or talented
- 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

The school recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, the person who through their position of 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 children 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).

### **Recognising Signs and Symptoms**

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will 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 unexplained 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 children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possession go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- 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

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse / G.P. and the Child and Adolescent Mental Health Service

### **Recognising Reasons for why Children may bully**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

## **Implementing the Anti-bullying Policy at The Bellbird**

### **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 The Bellbird 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 and move safely from childhood, 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 positive behaviour and PSHE policies, safe guarding policies such as Child Protection policy and Intimate Care policy, acceptable use of ICT policy, confidentiality, site and staffing policies

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 schools' Senior Leadership Team, SENCO and PSHE Coordinator 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:

- analysing, evaluating data to inform policy development
- co-ordinating anti-bullying curriculum opportunities
- overseeing the effectiveness of the anti-bullying prevention and response strategies
- supporting our staff to ensure alignment with the school anti-bullying policy and practice.

## **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 children who have been bullied.
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- To support children 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 children who bully others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable children and those critical moments and transitions when they may become vulnerable, and provide additional support/safeguarding 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, diversity, discrimination and personal safety.

## **Reporting Incidents of Bullying**

The school encourages and equips the whole school community to report all incidents of bullying, including children 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 including teachers and support staff who are trained in listening skills and anti bullying issues
- a designated Anti Bullying Coordinator / Person for Child Protection
- worry/listening/bully boxes which are monitored regularly

- Independent listeners/buddies, identified by the children themselves, including older pupils and adults other than teaching staff to whom children who are experiencing being bullied may turn
- the school's School Council
- adult counsellors or drop in facilities with access to home-school workers

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

- the school's anti bullying leaflet for children
- 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
- Children's posters and information leaflets in and around school

### Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

In cases involving cyberbullying, the school will follow the guidance in appendix G in conjunction with the process described below.

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

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 positive behaviour policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves using a monitoring system to record issues, using the school's definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred or where a pattern of potential bullying behaviour may be developing.

- **Making sure the person being bullied is safe and feels safe.** When a child reports being bullied (including when they describe disability, racist, gender or homophobic bullying), the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.
- **Establishing and recording what happened by listening to the targeted child.** After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately (Section A of the Bullying Incident Report Form - Appendix D)

Section A includes

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed

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 are factual and where opinions are offered these are based on factual evidence. 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.

In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends and enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools.

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behavior of those who have been bullying will be challenged.

- **A Restorative Approach.**

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures young people causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied;
- Accept responsibility for the harm caused to others (for example staff, friends or family);
- Recognise the need to take action to begin to repair the harm caused; and
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

The Bellbird is currently using The Support Group Method. We believe that all bullying is unacceptable but that many children who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term. In dealing with 'bullying' situations we will complete Section C of the Bullying Incident Report Form and then refer to and follow our relevant guidance for record keeping for this particular strategy (see **Appendix E Responding to Incidents of Bullying: The Support Group Method**).

- **Use of Sanctions**

In certain cases of bullying, our school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sections A, B and C of the Bullying Incident Report Form will be completed (see **Appendix D Sample Bullying Incident Report Form**). This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP. 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 CYP's disability or SEN and the extent to which they understand and are in control of what they are 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 children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect 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 an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold CYP 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. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Involving young people in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating young people from other individuals or groups of young people
- Removing/excluding young people from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Serious cases of bullying can include where violence and damage to property has taken place. The DCSF guidance for exclusion appeal panels makes clear that 'pupils responsible for violence and threatened violence should not normally be re-instated'. Some children 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.

- **Communicating with the whole school community.**

The school will communicate 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.

- **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 take place. 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 cyberbullying**

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology, such as Digizen

[www.digizen.org/resources/cyberbullying/full-guidance.aspx](http://www.digizen.org/resources/cyberbullying/full-guidance.aspx)

- **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 children 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 children at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

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

- raise concerns among the whole school community of possible risks within the community e.g. trouble spots/ gangs
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police officers and representatives from other organisations (including sports clubs and voluntary organisations)
- map safe routes to school in the event of a children being bullied on their journey to school
- offer children and parents/carers strategies to manage bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones

### 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 working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form (**see Appendix D Sample Bullying Incident Report Form**). 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 where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as Key Stage Coordinators, SENCo, Deputy and Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the appropriate member of staff. Again, 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 Incident Report Form (**see Appendix D Sample Bullying Incident Report Form**). The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on the school's Bullying Incident Report Form (**see Appendix D Sample Bullying Incident Report Form**).

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 the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all 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 advice 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
- school's notice/information board
- school's positive relationships/behaviour and anti bullying awareness events

### **Following Up / Supporting and Monitoring**

After following the school's procedures for responding to an incident of bullying (see section **Responding to Incidents of Bullying**), the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that CYP feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class, circle or Happy / Sad Club time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children 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 professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for children 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 such as Lunchtime / Friendship Clubs and Happy / Sad Club where children can attend to discuss their friendship problems and receive support and advice from peers, some of whom may be trained counsellors or have experienced similar distress and friendship problems
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals. At present we operate a Lunchtime Club for vulnerable children or those who need time to talk and / or require support.

### **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. Alongside the school's responsive strategies for dealing with incidents

of bullying, 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 Positive Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the Social and Emotional Aspects of Learning Programme
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Ensuring that the school's anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing opportunities to celebrate effective anti bullying work
- Providing training on behaviour management and anti bullying for all relevant staff including midday supervisors
- Providing a school council and regular circle time, enabling children 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 / 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 children's emotional wellbeing.
- Providing confidential communication systems such as Listening / Worry Boxes and Counselling Services such as Cogwheel working with our children to identify key individuals with whom they can confide
- Providing publicity including information leaflets for children 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 friendship clubs such as Happy/Sad and Lunchtime Clubs
- Providing cross year group team system 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 stages.
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on anti-bullying initiatives

### **Delivering the Curriculum for Positive Relationships and Anti-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 children's self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify, manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

- The school adopts the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within the themes such as *Myself and My Relationships*, *Citizenship and Healthy and Safer Lifestyles*.
- The school also accesses the *Social and Emotional Aspects of Learning Programme (SEAL)* as part of the *Cambridgeshire Personal Development Programme*
- The school also uses the *Cambridgeshire Education Child Protection Service's Personal Safety* units of work as part of the *Cambridgeshire Personal Development 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 times/focussed events/ health weeks.
- Other curriculum areas such as *Citizenship*, *Religious Education*, *Humanities*, *History*
- Enrichment activities such as visits from the *Life Education Bus*, drama groups/ theatre in Education, outside agencies.

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

### **Children's Consultation and Participation**

The school considers listening to the voices of children 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 children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children 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. Children actively participate in:

- Identifying when and where the bullying happens and who is doing it to whom
- Identifying new forms of bullying, such as cyberbullying
- 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 role in the challenging bullying such as engaging in peer support schemes such as *buddying*, *mentoring* and *mediating*

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

- Class and school council, forums, house groups
- Focus groups and face to face discussions within small groups
- 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 questionnaires, Draw and Write and research designed and carried out by our young people
- Listening systems such as suggestion boxes, worry boxes, graffiti walls, peer mentors
- Individual communication systems such as tags

### **Whole Staff Awareness and Training Opportunities**

The school endeavours to ensure that teachers and other adults working with children 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 children and how to identify vulnerable children 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. Training also provides staff with 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 effected 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.

### **Involving Outside Agencies**

The school seeks the support and guidance from relevant and local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

### **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 Senior Leadership Team, the Head Teacher and the Anti-Bullying Governor and involves monitoring and evaluating anti bullying preventative and responsive strategies to ensure the school's practice is effective 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, children and parents/carers using a range of methods such as:

- surveys and questionnaires
- focus groups and interviews
- Whole school audit tools

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

- Records of peer mentoring initiatives or playground projects
- 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
- Risk assessment for children who exhibit sexually inappropriate or harmful behaviours.
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing
- 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 Development Plan and other appropriate actions plans.

Policy created: July 2016

Review due: July 2018