Castle Camps C. of E. (V.C.) Primary School

Policy for

Anti-Bullying

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Castle Camps (V.C) Church of England Primary 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 Children and Young People's Services (CYPS) 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).** In particular, The Education and Inspections 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 bullying.

The Ofsted inspection framework (2012) focuses on the 'Behaviour and safety of pupils at the school' as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying **(see appendix B Inspecting Schools).** This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

This policy reflects recommendations from Ofsted: The Framework for School Inspections 2012 and is consistent with the following national guidance:

DfES (2004) Bullying - A Charter for Action
DfES (2006) Working Together to Safeguard Children
DCSF (2007) Guidance on the Duty to Promote Community Cohesion
DCSF (2007- 2010) Safe to Learn: Embedding Anti-Bullying Work in Schools:

- *Cyberbullying*
- *Bullying involving Children with Special Educational Needs and Disabilities*
- *Homophobic Bullying*
- *Bullying around Racism, Religion and Culture*
- *Preventing and responding to Sexist, Sexual and Transphobic Bullying.*

DfE (2012) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.
DfE (2012) Preventing and Tackling Bullying

It also reflects former national programmes and strategies including:

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

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 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 usually 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 DfE and *Cambridgeshire CYPS* definitions of bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE, 2011).

At our school we define bullying as: ***The persistent, deliberate attempt to hurt or humiliate someone'. (Cambs. CYPS, 2007).***

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'*** **(Child's voice).**

c) Bullying Forms and Types

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 belongings 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 then; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – 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

The school recognises that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- 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, sexual or transphobic bullying.

(See appendix C Specific Types of Bullying)

The school recognises 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, 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 those who are bullying, 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 simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

d) Recognising Signs and Symptoms

The school recognises the fact that some CYP 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. CYP 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 CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions 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 CYP 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 why CYP may Bully

The school recognises the fact that CYP may bully for a variety of reasons. Recognising why CYP bully supports the school in identifying CYP 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 wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some CYP 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.

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. At *Castle Camps 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, ethnicity, religion and culture
- We promote pupils' self-esteem and emotional wellbeing 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 pupils with opportunities to develop the necessary skills to manage their lives effectively
- We help our pupils 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 polices which support our Anti-Bullying Policy include those regarding Behaviour Policy, Teaching and Learning, Equality and Inclusion Policy, Safeguarding and Child Protection, Intimate Care, ICT Policy, Site and Staffing.

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. The school has allocated specific responsibility for anti-bullying work to the school's SMT 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 and evaluating data to inform policy development and practice.
- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

b) Policy Aims

This Policy aims 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 wellbeing, 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 using a restorative approach and /or sanctions where necessary
- 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 safeguard and offer support and comfort to CYP who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self esteem.
- 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 CYP may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff are trained and supported to enable them to model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

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:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- A designated Person for Child Protection
- Worry boxes, where appropriate, which are monitored daily
- Year 6 playground monitors act as Independent listeners/buddies.

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 anti-bullying leaflet for CYP
- The school's website
- The school's prospectus/booklet
- The school's notice/information board
- The school's curriculum/open evenings for parents/carers.

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d) 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 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 and decide on an appropriate course of action.

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 CYP 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 behaviour management 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 class teacher monitoring, head teacher and lunchtime behaviour books to record and collate behaviour//pastoral issues. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not 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 CYP reports being bullied, 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 either using the system above or by completing Section A of the Bullying Incident Report Form **(see appendix D Sample Bullying Incident Report Form)** where bullying has occurred. 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 will be 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.

Note: 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.

Deciding upon a response. 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 behaviour 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 CYP 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
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

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 for the long term.

In situations where the school has decided to use other restorative approaches, the school will complete Section C of the Bullying Incident Report Form and then refer to and follow the relevant guidance for record keeping for this particular strategy **(see Appendix E Responding to Incidents of Bullying: The Support Group Method:)** rather then completing the other sections of the Bullying Incident Report Form. *(With many restorative approaches, it is inadvisable to gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour).*

Use of Sanctions

In certain cases of bullying, the 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 CYP 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. As with 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 CYP in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP
- Removing/excluding CYP 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. 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, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Communicating with the whole school community. The school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers (see section E Working With Parents/Carers). The timing of this communication will depend on the agreed responsive approach.

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 CYP 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. The timing of this monitoring will depend on the agreed responsive approach.

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

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 CYP socialise in school and in the wider community. The school believes that bullying in 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, on the school bus, the school will follow the guidance in the Behaviour Policy on regulating the conduct of CYP 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 CYP to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gang,
- Alert colleagues in other schools whose pupils are bullying off the school premises

- Make contact with local police officers and representatives from the Youth Service, Connexions and other organisations (including sports clubs and voluntary organisations)
- Offer CYP and parents/cares strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

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 will be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied 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/ form teacher. Senior members of staff such as Key Stage Coordinators, Deputies/Heads will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/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 and website
- School's notice/information board
- School's positive relationships/behaviour and anti-bullying awareness events

f) 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 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 professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.

- 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 such as Friendship Clubs and Happy / Sad Clubs where CYP can attend to discuss their friendship problems and receive support and advice from peers, some of whom may be trained mentors or have experienced similar distress and friendship problems.

- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.

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. 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 to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- 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 Management 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 (SEAL)
- 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 e.g. Princess Diana Memorial Award
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- 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/Friendship Benches, peer mediators and peer mentors
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying though 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 Listening/Bully Boxes, 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 Friendship Clubs and other peer support networks such as Happy/Sad and Play Clubs
- Providing cross year group family/house systems or mixed age group/tutor groups to allow CYP from different age groups to socialise and support each other
- Providing a transition programme to support CYP 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. transport service providers, and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on anti-bullying initiatives

h) 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 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 Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- The school is also implementing 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 Primary 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/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 the school's PSHE and Citizenship Policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

i) Children and Young People'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 school's 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
- Identifying new forms of bullying e.g. types of 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 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:

- School councils and 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 questionnaires
- Listening systems such as suggestion boxes and peer mentors

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. 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 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. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

l) Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated 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 SMT 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 gathering 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
- Focus groups and interviews
- Whole school audit tools.

The school regularly analyses behaviour records and 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:

- Records of peer support 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 CYP 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 / Improvement Plan and other appropriate actions plans.

The policy is reviewed annually
Review date: January 2015

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. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997),** the **Malicious Communication Act (1988),** the **Communications Act (2003)** and the **Public Order Act (1986).** If school staff feel that an offence has been committed they should seek assistance form the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

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.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying 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 Wellbeing

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Make a Positive Contribution'. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Ofsted inspection framework (2012) focuses on the 'Behaviour and Safety of pupils at the school' as one of four key judgements. Under this judgement inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. This includes how schools routinely gather and analyse school data to monitor incidents of bullying and evaluate the school's anti-bullying responsive and preventative strategies.

The DfES guidance Working Together to Safeguard Children (2006) states that safeguarding children covers not only child protection but also other areas including bullying. It 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

Ofsted Framework for Inspection September 2012

Behaviour and safety of pupils at the school

The following criteria from the Ofsted 2012 Framework relates directly to anti-bullying work addressed within the key judgement area of 'Behaviour and safety of pupils at the school'. The judgement takes account of a range of evidence about behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development.

Inspectors will also consider the behaviour and safety of pupils attending on-site and off-site alternative provision.

Criteria

When evaluating the behaviour and safety of pupils at the school, inspectors **will** consider:

- pupils' behaviour around the school and in lessons, including the extent of low-level disruption.
- pupil's behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment and discrimination. This may include cyberbullying and prejudiced-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined by the Equality Act 2010.
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.
- whether pupils feel safe and their ability to assess and manage risk appropriately and keep themselves safe.
- the extent to which the school ensures the systematic and consistent management of behaviour.
- the extent to which leaders and managers have created a positive ethos in school.

Outline guidance

Inspectors will take into account a range of evidence when judging the above criteria and **should** consider:

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment (see above).
- the effectiveness of the school's action to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people.
- the views expressed by pupils and different groups of pupils, of their experiences of others' behaviour and attitudes towards them.
- the views of parents/carers, staff, governors and others.
- the extent to which pupils are able to understand and respond to risk e.g. extremism, new technology, knives and gangs, relationships (including sexual relationships).

- the school's analysis of and response to pupils' behaviour in lessons over time e.g. incident logs and records of rewards and sanctions.

- pupils' respect for, courtesy and good manners towards each other and adults, and pride in themselves and their school.

- the impact of the school's strategies to improve behaviour and attendance, including the use of rewards and sanctions, the effectiveness of any additional on-site provision to support behaviour, work with parents and carers and absence 'follow-up'.

- the school's response to any extremist behaviour shown by pupils.

- the number of children taken off roll in the last year as a result of factors related to behaviour, safety and attendance.

- overall and persistent absence and attendance rates for different groups – attendance figures alone should not determine the judgements for behaviour and safety.

- case studies to evaluate the experience of particular individuals and groups, including pupils with SEN and/or disabilities, looked after children and those with mental health needs.

- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance.

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 the rise in this type of 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 Traveler 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 are advised to log all incidents of racist or faith- based, homophobic and disability-related 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 those which apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to gifted and talented children and young people

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

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, lesbian or bisexual (or perceived to be) face a higher risk of victimisation 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, sexual and transphobic bullying

Sexist, sexual and transphobic bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. 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 become a target of bullying.

Appendix D - A Sample Bullying Incident Report Form

Logging information

SECTION A: ALLEGED BULLYING INCIDENT
Target Name(s) Age Year group Class
Ethnicity Gender M / F SEN Stage Home language looked-after child Y / N young carer Y / N
Member of staff to whom the incident was reported
Date of incident
Time of incident
Location of incident
Target's Account / Concern of parents/carers Alleged perpetrator(s): Name(s) Age Year group Class Nature of incident including details of any injury or damage to property, etc   Circle any elements that apply: Form: Physical Verbal Indirect Cyberbullying Type: Race/religion/culture Sexual/sexist/transphobic Homophobic SEN/disability Home circumstances Gifted/talented Health conditions Other
Parents/carers of alleged target(s) informed: Date Time

SECTION B: ACCOUNTS OF THOSE INVOVLED			
Alleged perpetrator(s) account of the incident Name(s)	Age	Year group	Class
Bystanders'/ witnesses' accounts of the incident Name(s)	Age	Year group	Class
Parents/carers of alleged perpetrators informed: Date	Time		
SECTION C: ACTION TAKEN			
Details of immediate action taken			
Monitoring of action taken and details of follow up and longer term action taken			

Racist, homophobic and disability – related incidents

Note: In Cambridgeshire, schools submit termly reports of racist, homophobic and disability-related incidents electronically on the RaID website http://www.cambridgeshire.gov.uk/raid. These incidents include racist, homophobic and disability bullying. Schools can access their ID number and password for the RaID website by contacting the Cambridgeshire Race Equality and Diversity Service. Tel: 01223 568841 Email: creds@cambridgeshire.gov.uk

Appendix E - Responding to Incidents of Bullying – The Support Group Method

This appendix outlines the restorative processes and approaches the school will take when responding to incidents of bullying. This appendix includes guidance on the:

- *The Support Group Method*
- *Anti Bullying Council*
- *Peer Mediation Service*

The Support Group Method - Introduction

The Support Group Method, developed by Barbara Maines and George Robinson, was first outlined in Educational Psychology in Practice (1991). The approach addresses bullying by forming a support group of children and young people who have been bullying and/or have been involved as bystanders. It uses a problem-solving approach, without apportioning blame, giving responsibility to the group to solve the problem and to report back at a subsequent review meeting.

The process does rely upon the 'discovery' of an incident. Schools should concentrate on openness and an ethos that supports peers in seeking help for targets without suffering the stigma of 'telling'. When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process. However, after having piloted this process, schools may feel that some small adjustments are required to ensure that the programme suits the needs of their school and individual children and young people.

Appendix E cont. - The Support Group Method - the seven step process

Step one – talk with the targeted pupil

The aim of this step:

1. *To understand the pain experienced by the person who has been bullied*
2. *To explain the method and gain permission to proceed*
3. *To discuss who will make up The Support Group*
4. *To agree what will be recounted to the group.*

When the facilitator finds out that bullying has happened, they start by talking to the person who has been bullied. During this conversation the listener encourages them to describe how they feel with reflective comments such as, "That must be very hard for you ... So you have felt really upset".

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to". At this point the facilitator will have enough of the picture to be able to recount a story which will illustrate the harm experienced by the person who has been bullied.

It is important that the person being bullied understands and gives consent to the process. Sometimes there may be a fear that it could lead to further torment but when the non-punitive aspect is fully explained they usually feel safe, and relieved that something is being done. They may want the perpetrators to understand how much distress has been caused. Talking to someone else who has been through the experience might give further reassurance.

The person who is being bullied will help the facilitator to select the group members by asking who has been causing the harm and subsequently inquiring for names of colluders, observers and potential rescuers. The questions might be:

Who has been doing this to you?
Who else joined in?
Who watched and knows this is happening but did not join in?
Who is a friend or somebody really popular who would want to help?

It is very important to build the group to include all these roles.

The facilitator should end the meeting by:

• Checking that nothing confidential has been discussed which should not be disclosed to the group.
• Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.
• Offering the person an opportunity to talk again at any time during the procedure if things are not going well. This could be arranged by ensuring some easy contact point at the same time each day or by agreeing how a message could be delivered. A discrete and useful way of monitoring how the targeted person is feeling is to introduce them to a secret thumbs up or thumbs down signal which they can use to convey how they are feeling. It is important that, although no meeting is planned until the follow-up, the person does have access should something go wrong in the intervening period.

The person who is being bullied is not invited to join the group to present their own account, as it is possible that they will make accusations, provoke denial or justification and undermine the problem-solving approach. It is up to the facilitator to act as the advocate for the target.

Step two – convene a meeting with the people involved

The facilitator arranges to meet with the group of pupils who have been involved and suggested by the person who has been bullied. A group of six to eight works well. This is an opportunity for the facilitator to use their judgement to balance the group so that helpful and reliable young people are included alongside those whose behaviour has been causing distress. The aim is to use the strengths of group members to bring about the best outcome.

In order to establish a welcoming environment atmosphere the meeting should be arranged in school time in a comfortable room, and the facilitator should greet the participants and thank them for coming. Refreshments can be offered to emphasis that this group is important.

Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about 'John' who is having a very hard time at the moment. By asking the group to listen to the facilitator's worries, the facilitator can divert some suspicion or irritation which might be directed towards the target. The facilitator has a duty of care and this meeting is called to help the facilitator fulfil that duty.

The facilitator recounts the story of 'John's' unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:

- *No-one is in trouble or going to be punished*
- *It is the facilitator's responsibility to help 'John' to be happy and safe but this can not be achieved without the group's help.*
- *The group has been convened to help solve the problem.*

Step five – ask the group members for their ideas

Group members are usually genuinely moved by the account of their peer's distress and relieved that they are not in trouble. No-one has been pushed into a defensive corner by accusations and the power of the group has shifted from the "bully leader" to the group as a whole, whose members withdraw consent for the behaviour to continue.

Each member of the group is then encouraged to suggest a way in which 'John' could be helped to feel happier. These ideas are stated in the "I" language of intention. "I will walk to school with him." "I will ask him to sit with me at dinner." Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses but does not go on to extract a promise of improved behaviour.

The facilitator may want to record the group's ideas in order to validate the efforts made by the group member. The facilitator may want to use some prepared certificates that record appreciation of each group member and allow for a space to record the suggestion.

Thank you to ---------for joining a group to help support a peer who is unhappy, and making the suggestion:

'I could ----------'

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going. As a way of monitoring ongoing progress, the facilitator may want to introduce the group members to a secret thumbs up or thumbs down signal as a discrete way of enabling them to communicate any concerns that may arise regarding the targeted pupil's welfare.

Step seven – meet them again

About a week later, the facilitator discusses with each pupil, including the person who has been bullied, how things have been going. This allows the facilitator to monitor the bullying and keeps the young people involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

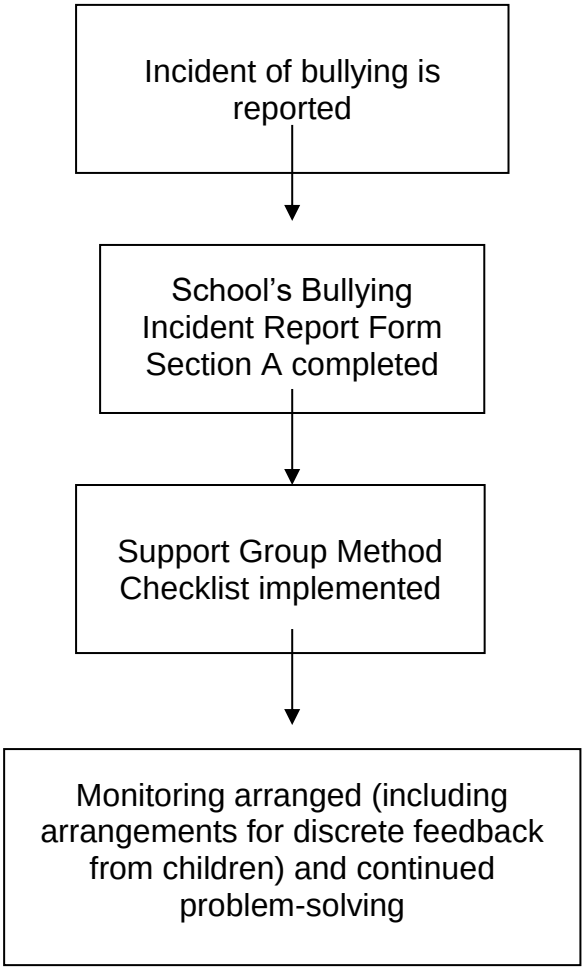
The above description of The Support Group Method is taken from 'Bullying: A Complete Guide to The Support Group Method'. Robinson and Maines 2008 SAGE Publications Ltd

For Cambridgeshire schools, staff training on The Support Group Method is available from the Cambs. PSHE Service.

Appendix E cont.

The Support Group Method

Responding to an incident:



The Support Group Method Checklist

- [ ] Step one - talk with the targeted pupil
- [ ] Step two - convene a meeting with the people involved
- [ ] Step three - explain the problem
- [ ] Step four - share responsibility
- [ ] Step five - ask the group members for their ideas
- [ ] Step six - leave it up to them
- [ ] Step seven - meet them again

Record of Action Taken

Incident reported by: Date:

Targeted child's name: Yr Group

Feelings expressed/reported impact:

Shared with Support Group: YES NO

Date of 'The Support Group Method' intervention:

Targeted child's reported feeling of safety before 'The Support Group Method' intervention

☺ 10 9 8 7 6 5 4 3 2 1 ☹

10 being 'very safe' / 1 being 'very unsafe'

Names of children in the support group	Yr. Group	Solutions generated by group members		

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Monitoring interviews with targeted child

Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken

Targeted child's reported feeling of safety <u>after</u> 'The Support Group Method' intervention

☺ 10 9 8 7 6 5 4 3 2 1 ☹

10 being 'very safe' / 1 being 'very unsafe'

Date	Score

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Monitoring interviews with support group members

Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken
Date Feelings Impact	Monitored by:	Further action taken

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