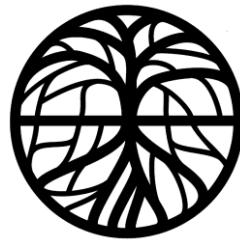
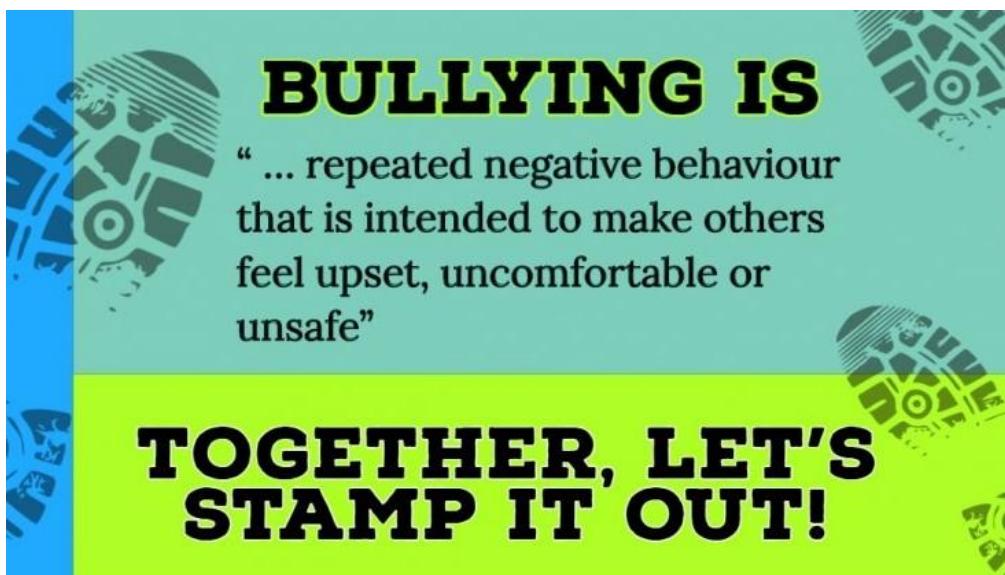




ANGLIAN LEARNING



ANTI-BULLYING AND HARASSMENT POLICY



THIS POLICY WAS APPROVED:	AUTUMN 2021
THIS POLICY WILL BE REVIEWED:	AUTUMN 2023
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	DOM FULLMAN

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Section 1: Context

Bottisham Village College is committed to providing a welcoming and supportive environment in which everyone can flourish and thrive; at Bottisham we inspire, care for and enrich all members of our community.

This document sets out Bottisham Village College's policy in relation to the issue of harassment & bullying. It reflects a belief that harassment and bullying are not acceptable under *any* circumstances and that they are best prevented through the development of a College ethos based on mutual respect, and the celebration of diversity, fairness and equality. This runs alongside our commitment to develop robust systems and procedures to deal with bullying, and to provide meaningful support for all affected.

The College recognises that every individual is at risk from bullying.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. 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. The College recognizes that, like all other schools and communities, bullying happens here.

The College uses the Keeping Children Safe in Education, September 2021 document to inform anti-bullying protocols & education and strives to achieve best practice at all times.

The College challenges all types of anti-discriminatory behaviour which might constitute harassment or bullying in relation to the protected characteristics:

- 1 Age.
- 2 Disability.
- 3 Gender reassignment and gender expression.
- 4 Marriage and civil partnership.
- 5 Pregnancy and maternity.
- 6 Race.
- 7 Religion or belief.
- 8 Sex.
- 9 Sexual orientation.

The College believes that bullying is bullying and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

The College will always respond in a manner that is firm, measured, proportionate, pragmatic and non-oppressive. This policy also acknowledges that a perpetrator of harassment and/or bullying is usually deeply unhappy and has need for development as well as sanctions and consequences.

Section 2: What is bullying and what is harassment?

A Definition of Bullying

Bullying is an experience that can take many forms. Various national and international definitions exist and most of these have three things in common.

- Bullying 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 CFA Services 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

'Bullying is the persistent, deliberate attempt to hurt or humiliate someone'.
Cambridgeshire CFA Services, 2014

Bottisham Village College has adopted the Diana Award definition of Bullying:

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

What is harassment?

We take as the basis of our definition of harassment, s.2 and s.4 of Protection from Harassment Act 1997;

The law defines a harasser as:

A person who pursues a course of conduct which amounts to harassment of another, and which they know or ought to know amounts to harassment of the other.

Harassment is defined by the victim and is generally and objectively evidenced in hurtful or unkind behaviour and or speech which is deliberate or repeated. Harassment can be carried out by an individual or a group of people towards another individual or group, where the perpetrators exercise coercive control or influence over their victims, and a power disparity exists.

The nature of harassment can include (but is not limited to):

- physical – such as hitting or causing someone to fear the use of imminent violence. It can also include using inappropriate or unwanted physical contact such as touching or groping
- sexual – such as the making of unwelcome and inappropriate sexual remarks and requests or jokes or physical advances, including on line

- criminal damage or making threats to cause damage – such as damaging the College environment;
- theft and depriving people of their possessions;
- verbal – such as name calling, slut shaming, spreading rumours about someone, using derogatory or offensive language or threatening someone;
- psychological – such as deliberately excluding, ignoring or isolating people and
- cyber – such as using text, email or other social media to write or say hurtful things that cause a person to feel frightened, intimidated or in danger. There is a level of emotional abuse involved in all types of harassment.

No form of harassment will be tolerated and all incidents will be taken seriously.

Our response to specific types of bullying and harassment

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of harassment listed in our examples above. It will be challenged by staff and recorded and monitored on appropriate internal and external databases. Follow-up sanctions, where appropriate, will be given to students and staff found using any such language.

A prejudice-based incident is an incident of unkind or hurtful behaviour that is motivated by prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. The protected characteristics are:

- Age
- Disability
- Gender reassignment and gender expression
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief
- Sex
- Sexual orientation.

Such incidents might also relate to other characteristics, such as:

- Culture, class or nationality;
- marriage and civil partnership;
- Academic achievement
- pregnancy and maternity;
- Special Educational Needs (SEN) or disability;
- appearance
- health conditions
- home or personal situation
- related to another vulnerable group of people (such as young carers).

All prejudice-related incidents are taken seriously and recorded internally (see below) and on relevant external databases. A firm, appropriate response is given to them and perpetrators are required to reflect on and ameliorate their actions.

Where it appears that the gravity of an incident represents a matter of criminal significance that exceeds the proportionate jurisdiction and public interest of the school code of conduct, the matter will be referred to an appropriate organisation. This could include the Cambridgeshire Constabulary, the Local Authority Designated Officer (LADO) or, Channel (where a young person is deemed to be at risk of being drawn into terrorism).

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both can occur through bullying activity - where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Victims can be exploited even when the activity appears to be consensual. This type of exploitation which derives from bullying, as well as being physical, can be facilitated and/or take place on-line. The College will carry out its Duty of Care in reporting such matters to the police or social care as appropriate.

Peer on Peer Abuse

Children can abuse other children, and this is most likely to include, but may not be limited to:

- *bullying (including cyberbullying)
- *physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- *sexual violence such as rape, assault by penetration and sexual assault
- *sexual harassment, such as sexual comments, remarks, jokes and on-line sexual harassment , which may be stand alone or a broader pattern of abuse
- *upskirting, which typically involves taking a picture under a person's clothing without them knowing, causing humiliation, distress and alarm
- *sexting (also known as youth produced sexual imagery) and
- *initiation/hazing type rituals – where a person is coerced into participating in an act that creates risk or harm.

Bottisham Village College will ensure school staff have had specific training to know how to recognise and respond to peer on peer abuse concerns.

The school will follow its Safeguarding Procedures whenever a child has been harmed, including incidents sexual violence and harassment between children.

The school will follow the guidance detailed in the DFEs Sexual violence and sexual harassment between children in schools and colleges 2021 document.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual%20violence%20and%20sexual%20harassment%20between%20children%20in%20schools%20and%20colleges.pdf

Bullying - forms and reasons

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups

How bullying behaviour expresses itself

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 them; being left out, ignored or excluded from groups. Indirect could include types of cyber bullying for example: via text message; via instant messenger services and social network sites; via email; via social gaming and via images or videos posted on the internet or spread via mobile phones.

What different roles do students adopt in bullying situations?

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 students 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.

Recognising Signs and Symptoms

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.

The school recognises that low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay, it can lead to reluctance to report other behaviour.

Recognising reasons why CYP may bully

The school recognises the fact that CYP may bully for a variety of reasons. This enables the school to be alert to the possibility of bullying occurring. 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

Introduction

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At Bottisham Village College:

- We aim to inspire, care for and enrich our students
- We promote a healthy, safe and caring environment for all students and staff for all to flourish
- We provide a broad and balanced curriculum for all our students, having considered gender, ability, ethnicity, religion and culture
- We promote students' 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 students to confidently meet the challenges of adult life
- We provide sufficient information and support to enable our students to make safe choices
- Through an enriched curriculum, we provide students with opportunities to develop the necessary skills to manage their lives effectively
- We help our students 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.

The school has allocated specific responsibility for anti-bullying work to the school's College Leadership team who work alongside the SENCO, Heads of Learning and pastoral team, who will support the coordination of a whole-school approach to managing this important issue. This leadership team are responsibility for:

- 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.

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 guidance 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 effects 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.

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
- Designated Person for safeguarding

- Support Line (Support@bottishamvc.org) online platform for students to report their concerns or incidence of bullying
- Trained student peer mentors
- Wellbeing Ambassadors to whom CYP who are experiencing bullying may turn
- The school's student council where systems can be discussed
- Online reporting systems for staff, MyConcern.
- Pastoral drop-in or referral facilities
- Signposting of on line support services and resources

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 anti-bullying leaflet for parents/carers
- The school's prospectus/booklet
- The school's website
- The school's curriculum/open evenings for parents/carers.
- School assemblies
- School displays and in class posters

Responding to Incidents of Bullying and Harassment

The school has an agreed procedure for responding consistently to incidents or allegations of bullying.

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. 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 incidents of bullying and harassment

Staff use 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.

Staff report and record incidents of bullying on the myconcern system, where they are triaged and assigned to appropriate staff to deal with. The response to bullying incidents is quality assured, and an overview of incidents is monitored to identify any patterns or trends which might need a response.

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. Appropriate support will be offered to the child, and they will be offered access to a safe space if this is needed.

Establishing and recording what happened by listening to the targeted child

Usually, after listening to the views and feelings of the targeted child and their account of what has happened to them, teachers will ask the child to complete (with support if needed) an incident report form, in which they give an account of what has happened, and, if able to, give specific information about the incident such as locations and times and witnesses. These details will help further investigation. This investigation will lead to conclusions being drawn about the incident, and a resultant determination of the actions to be taken in response to it. When investigating an issue, the protection of potentially targeted children will be a paramount concern.

The school will record the incident on the school safeguarding reporting system MyConcern following the procedure in Appendix D. They will include:

Where the incident(s) occurred

When the incidents(s) occurred

Who was involved, allegedly or otherwise

The type of bullying

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 bullied will be challenged. Targeted students will be informed as to how we have responded, absent compelling reasons not to

Informing Parents. Absent compelling reasons not to, parents /carers of a bullied child will be informed of incidents and actions taken by the college to address them.

A Restorative Approach

Where appropriate the school will consider the use of a Restorative Approach to resolve the situation.

A Restorative Approach involves perpetrators of bullying focussing 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 on a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

A targeted student will only be asked to participate in a restorative session if they feel safe and secure in doing so. They will never be pressurized into participating.

Use of Sanctions and Consequences

In many cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying where violence has been used or where a restorative approach has been or is unlikely to be successful in preventing further incidents.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Make the perpetrator feel a sense of accountability for their actions
- Provide a context in which the perpetrator can reflect on their actions
- Deter the student from repeating that behaviour
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way that does not lead to an escalation of the behaviour but instead supports a resolution of the problem.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking into account 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.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. 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 CYP in developing appropriate 'fair punishments'
- 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
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others e.g. mobile phone
- Use of lunch detention/after school detention

In the case of more serious and persistent bullying, 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 incidents of bullying have been taken seriously and have been responded to well. This will include talking to 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 ascertain 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 that provide information on the safe and responsible use of technology.

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

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP socialise in

school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, 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, (including sports clubs and voluntary organisations)
- Discuss safe routes to school in the event of a CYP being bullied on their journey to school
- Offer CYP and parents/carers 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.

Working with Parents /Carers

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the form teacher: senior members of staff such as Heads of Learning, CLT will be involved where appropriate.

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed (unless they are otherwise aware); they will also be informed about our response, and of the measures that have been put into place to prevent the occurrence of further incidents. If needed, the school will work alongside them in developing their children's coping strategies and assertiveness skills where appropriate.

Where a Restorative Approach or initial sanctions have failed to modify the behaviour of a perpetrator and they are continuing to bully, the parents/carers of the perpetrator will attend a school meeting to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school on MyConcern.

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.

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 outlets such as the:

- School information evenings
- School's prospectus/booklet/website
- School's website

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
- Providing opportunities to celebrate effective anti-bullying work
- Providing training on behaviour management and anti-bullying for all relevant staff
- Providing a school council and 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 peer mentors and year 7 buddies
- Participating in the annual national 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 to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing clear routes for the reporting of bullying incidents such as 'support email address and working with CYP to identify key individuals with whom they can talk to.'
- 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 'safe areas' within the school where vulnerable students can feel comfortable during break and lunchtime

- Providing cross year group buddy system 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 helplines 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

Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school

The school acknowledges the role of the PSHE in preventing bullying. The PSHE 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 Secondary 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 recognises and participates in activities such as the national Anti-Bullying week,

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
- 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:

- Class and school councils
- Focus groups and face to face discussions with small groups of CYP

- Active learning and interactive learning techniques are included in PSHE and Citizenship such role-play, group work.
- Surveys included questionnaires, including the Health-Related Behavior survey.

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.

Involving Outside Agencies

The school seeks to 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. (Locality team, voluntary agencies

Monitoring and Evaluating the Anti-Bullying Policy

The school's Anti-Bullying Policy and practice are regularly monitored and evaluated to ensure their effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge.

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 including analysis of the myconcern log

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:

- Parental complaints to the school or local authority regarding bullying
- Records of attendance meetings 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.
- Student Voice Groups
- Concern Logs (on MyConcern)
- Narrative on the school system

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

The policy is reviewed every 2 years

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 from 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 Common Inspection Framework 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.

The Children and Families Act (2014) requires a Local Authority to produce a Local Offer that demonstrates the arrangements schools in their local area have in place for "*supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)*" - SEN Code of Practice June 2014

The DfE statutory guidance: Keeping children safe in education (2021) states that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

The DfE Working Together to Safeguard Children (2015) states that professionals should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.

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.

This policy reflects recommendations and is consistent with the following national guidance:

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 (2014) Behaviour and Discipline; Use of Reasonable Force; Screening, Searching and Confiscation.

DfE (2014) 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.

Other departmental advice and guidance:

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006

Power to tackle poor behaviour outside school The Equality Act 2010

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011

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'.

Specialist organisations:

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Bullying related to special educational needs and disabilities (SEND)

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.

Specialist organisations:

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical differences.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

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.

Specialist organisations:

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems.

It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

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 online spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Specialist organisations:

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

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.

Specialist organisations:

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

Bullying related to cyber-bullying and online safety:

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person’s mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a

child or an extreme pornographic image, should not be deleted prior to giving the device to the police (Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images). If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

Appendix D - Responding to Incidents of Bullying – Sequence of Events and recording

Stage 1 - School made aware of alleged bullying incident.

Support Line (support@bottishamvc.org) member of staff, Anti-bullying Ambassadors, Peer/friend/bystander/witness, Parental contact.

Report a Concern

The screenshot shows a web-based reporting form. At the top, there is a search bar labeled 'Name(s) of Pupil(s)' with a placeholder 'Please name the Pupil(s) subject of this concern and any other Pupil(s) you want linked to it'. To the right of the search bar is a magnifying glass icon and a tooltip: 'Start typing a name and PAUSE - then click on the relevant name(s) from the drop down list'. Below this are several input fields: 'Concern Summary' (e.g. Injury – Megan arrived at School this morning with a badly bruised right eye.), 'Send Concern to' (Please Select a Notification Group), 'Concern Date/Time' (empty field), 'Details of Concern' (There is no need to repeat the Concern Summary.), and 'Is this urgent?' (checkbox). There is also a text area for 'Action taken' and an attachment section with a 'Browse...' button. At the bottom is a large orange 'Submit Concern' button.

Member of staff to report bullying via MyConcern.

Staff will be asked to report the following:

1. Date and time of the incident
2. Location of incident
3. Names of the target (recorded as the name for the concern) and alleged perpetrator(s) within the 'Details of Concern'.
4. Names of the witnesses or bystanders - within the 'details of concern'.
5. Nature of incident including details of any impact, injury or damage to property
6. Any immediate actions were taken by the person reporting the concern.

Stage 2 – DSL to decide if it is a bullying incident

“Bullying is repeated negative behaviour that is intended to make others feel upset , uncomfortable or unsafe.”

If yes, then allocate to a PSW to begin an investigation and complete a Bullying Incident Form. Note the MyConcern – Concern ID to the Bullying Incident form. The DSL would assign the '**Bullying' Category**' to the incoming concern. The DSL will assign a 'Case Owner' who will lead any further investigation and continue through the described stages below.

If the incident is deemed not to be a bullying incident, then consult with colleagues (heads of learning, SENCO, designated safeguarding leads) to decide the most appropriate course of

actions to support the children involved. If the incident is deemed not to be bullying, another category will be applied to the concern.

The DSL will add the alleged perpetrators to the concern by associating the linked pupils.

Associating the Pupil(s)

 Confirming the Pupil(s) identity will ensure that any other relevant records can be identified.

Link

Please name the Pupil(s) subject of this concern and any other Pupil(s) you want linked to it



Stage 3 – Actions to prevent a repeat of a bullying incident

Consult, colleagues, heads of learning, SENCO, designated safeguarding leads to decide on actions that are likely to prevent further bullying from taking place. This may involve:

- Involving parents/carers
- Applying a restorative approach
- Applying some protective measures or consequences

Stage 4 – Support for the target of bullying

Consult, colleagues, heads of learning, SENCO, designated safeguarding leads to decide on further support that may be required to support the target(s) of the bullying incident(s) and alleged perpetrator(s). This may involve:

- Further monitoring
- Counselling
- Support from our Pastoral Team / Wellbeing Ambassadors or Safe Place

Stage 5 – Support for the perpetrator of bullying

Consult, colleagues, heads of learning, SENCO, designated safeguarding leads to decide on further support that may be required to support the perpetrator of the bullying incident(s) and alleged perpetrator(s). This may involve:

- Further monitoring
- Counselling
- Support from our Pastoral Team / Wellbeing Ambassadors / Safe Place

Case Owner to ensure all evidence and actions are recorded on MyConcern

- Students Statements
- Statements from staff
- Actions Taken to Prevent Bullying.
- Parents were informed of the incident and the concern logged.
- Checking in with the victim and perpetrator after the event to ensure adequate resolution.

Stage 6 – Check at a later stage that the bullying has stopped

Check with the target of bullying that there has not been any repeat incidents.

If there has been repeated issues then return to Stage 3 and consider a different approach and support. Consult with a member of the leadership team.

If the Bullying has stopped, then add a comment to the MyConcern case, and the concern can be closed this will be done by a DSL

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 an outline of *The Support Group Method*.

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.

For further information, see 5A The Support Group Method and 5B Recording Sheets for the Support Group Method

The Support Group Method – A Seven-Step Structure

Step one – talk with and listen to the target

Aims of this step:

- To understand the pain experienced by the target
- To explain the method and gain permission to proceed
- To discuss who will make up The Support Group
- To agree what will be recounted to the group.

Step two – convene a meeting with the people involved

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

Step three – explain the problem

The facilitator starts by telling the group that s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.

The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's 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 by stating explicitly that:

- no-one is in trouble or going to be punished.
- it is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group.
- 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 the target's distress and relieved that they are not in trouble.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier.

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and does not go on to extract a promise of improved behaviour.

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. S/he thanks them, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

The meeting with the group can be held as a whole group or one member at a time. This meeting encourages the responsibility of each individual to help the target and provides an opportunity for their unique contributions to be recognised and valued.