Cheveley C of E (C) Primary School
Anti Bullying Policy

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Cheveley CoE 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 OCYPS Anti Bullying Strategy which is that ‘everyone should have a right to live in an inclusive atmosphere, free from bullying and be treated with dignity. The health, wellbeing and emotional welfare of all children and young people are of paramount importance and should be treated as such.’

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non statutory guidance. (See appendix A National Legislative and Policy Context).

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 January 2015 and is consistent with the following national guidance:

DfES (2006) Bullying Around Racism, Religion and Culture
DfES (2005/6) Stand Up for Us – Challenging homophobia in schools
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 recommendations from Ofsted and national programmes and strategies including:

Section 2 What is Bullying?

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

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

- It is deliberately hurtful behaviour.
- It is 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:
‘Behaviour by an individual or group, usually 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’. Cambs CYPS 2007

At our school we define bullying as:
Emotionally or physically harmful behaviour which is:
  - Repetitive, wilful or persistent
  - Intentionally harmful, carried out by an individual or a group
Based on an imbalance of power leaving the person who is bullied feeling defenceless. ‘The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power’ (Anti-Bullying Alliance).

For the children at our school the definition of someone who bullies is someone who:
Deliberately keeps on hurting you by what they do or say, someone who threatens you and makes you too frightened to tell the teacher
‘Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in’.

c) Bullying Forms and Types
Research has identified various different types of bullying which reflect different causations.

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

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belonging damaged; being forced to do something they don’t want to do.
- **Verbal** – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about then; being left out, ignored or excluded from groups.

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

**Specific Types of Bullying**
The school recognises that although anyone can be bullied for almost any reason or difference, some children and young people may be more vulnerable 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 the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some CYP can adopt different roles simultaneously or at different times eg 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 possession go ‘missing’ or ‘lost’ including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide

Where 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 for 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 well-being of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons for 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 as a Church of England Primary School.

At Cheveley CoE Primary School:

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

Other school policies and documents which support our Anti Bullying policy include those regarding Behaviour Management, PSHE and Citizenship, Equality, Inclusion, Safeguarding and Child protection, Intimate Care, Acceptable Use of ICT, Confidentiality, Site and Staffing. We participate in local and national programmes and areas of work which support the implementation of this policy, including Social and Emotional Aspects of Learning Programme (SEAL) and following guidance from the Cambridge PSHE service, seeking their advice for any areas of difficulty if and when required.

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

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

b) Policy Aims

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

• To model, encourage and promote positive social relationships
• To raise the profile of bullying and the effect it has on children and young people’s emotional health and well being, life chances and achievement
• To make clear to everyone within our whole school community that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.
• To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
• To respond quickly and effectively to incidents of bullying within the overall positive behaviour management policy, 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 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 they may become vulnerable, and provide additional support/safeguarding when needed.
• To ensure all staff are trained and supported and model positive relationships
• To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
• To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, 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. These include access to:

- Staff including teachers and support staff who are aware of the importance of listening to children’s concerns. This is reinforced at the annual Child Protection update training for all staff. We encourage all children to think about significant members of the school community that they can go to when they have a problem. All classrooms have a listening box.
- Two designated Persons for Child Protection
- A buddy system for younger and older children
- Key worker time for identified vulnerable children
- Confidential phone numbers eg on Child Line posters displayed around school
- Anti Bullying display materials around school which reinforces our Tell, Tell, Tell message
- Adult counsellors where appropriate

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:

- local authority’s anti bullying leaflet for parents/carers
- positive behaviour strategies are promoted through classroom work, assemblies, PSHE work and circle times
- the school’s information board and newsletters
- the school’s information and curriculum evenings for parents/carers
- the school’s website

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.

In cases involving cyberbullying, the school will follow the guidance in appendix G in conjunction with the process described below. (See appendix G Responding to Cyberbullying)
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 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. The system involves using the Incident Report forms to record concerns raised by children and/or adults and using the school’s definition of bullying to assess situations as they arise and working alongside all parties to form a judgement as to where bullying has occurred.

- **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. Measures will be put in place to ensure the CYP feels safe, including if appropriate high profile presence of additional adult at times of vulnerability or alternatives offered eg seat in class, provision at playtimes. These are discussed with the CYP and alternative ideas explored.

- **Establishing and recording what happened by listening to the targeted child.** The school will listen to the views and feelings of the targeted child and their account of what has happened to them. This will be followed by an investigation into the views and observations of any bystanders. The school will record the incident appropriately using either the school’s Behaviour Incident Form or by completing section A of the Bullying Incident Report Form (see Appendix D 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, witnesses and other parties.
    - Date, time when parents/carers were informed
    - Details of immediate action taken
    - Details of follow up strategies including outcomes of mediation and reconciliation process
    - Monitoring and impact of strategies are also recorded

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these are based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.
Records of bullying incidents will be kept in the headteacher’s office.  
(See appendix D Bullying Incident Report Form)  
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.  
(See appendix E Prejudice Related Incident Report Form)  

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 is currently using a negotiated approach. The victim and perpetrator are both listened to and encouraged to be as truthful as possible feeling confident that their honesty will be valued. The children are encouraged to take turns during discussions, listen to each other, take responsibility for their own actions and consider what sanctions would be appropriate. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many CYP who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term. In situations where the school has decided to use restorative approaches, the school will complete Section C of the Bullying Incident Report From and then refer to and follow the relevant guidance for record keeping for this particular strategy rather than 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 eg 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. 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 or separating CYP from other individuals or groups of CYP
• Removing or excluding CYP from certain whole school activities or key points in the day e.g. break and lunch times
• 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

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.

See Appendix F Responding to and Following Up Incidents of Bullying

See Appendix G Responding to Cyberbullying

Communicating with the whole school community. The school will communicate to the whole school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. (See Section E Working With Parents/Carers.) The timing of this 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 CEOP and Starz Whistle blowing.

For further information on Cyberbullying please see appendix G and the following website: 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 is unacceptable wherever and whenever it happens.

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

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

- Raise awareness among the whole school community of possible risks within the community eg 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)
- Map 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 eg 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 in school, 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 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. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children’s coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as the Headteacher/Assistant Headteacher/SENCo and PSHE Coordinator 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 agree actions/response made at the meeting will be recorded by the school and added to the school’s 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 the child’s behaviour. The outcome of the meeting and agree actions/responses will be recorded by the school on the school’s 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 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:

- Local Authority Anti Bullying leaflet for parents/carers
- School’s Anti Bullying Leaflet for Children
- School’s website
- School’s display and information boards and newsletters
- 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), school employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that CYP feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school’s strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form a part of the school’s anti bullying preventative work. Our strategies include:

- Providing opportunities for class, circle or 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

- The Support Group Approach (No Blame) may be used. This approach involves holding regular meetings individually and jointly with the person being bullied, the person who is bullying and bystanders using a ‘problem solving’ process. The teacher/ member of staff acts as a neutral third party and uses open questions to enable the CYP to explore and solve the problem for themselves through developing an appreciation for the feelings of others, empathy and a wish to resolve the situation and heal damaged relationships.

- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
• Providing opportunities for 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 supportive and nurturing structures such as a “Circle of Friends” for identified vulnerable individuals.

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

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

• Implementing an effective school leadership that promotes an open and honest, caring and protective Anti Bullying whole school 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)
• Ensuring that the school’s anti bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as displayed around the school
• Providing opportunities to celebrate effective Anti Bullying work
• Providing training on behaviour management and anti bullying for all relevant staff including teaching assistants and 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 and playground Friendship Benches, peer mediators and peer mentoring
• Participating in the national annual 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 boxes, key worker time, counselling services and working with CYP to identify key individuals with whom they can confide
• Providing publicity including information leaflets for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
• Providing social skills groups for vulnerable individuals and groups
• Providing cross year group house systems or mixed age 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 phases.
• Providing information on support agencies such as ChildLine, including telephone numbers for help lines and addresses for supportive websites
• Liaising with members of the community 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 Friendships and Relationships and Bullying in our school
The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of CYP’s self esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify, manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.
• The school adopts the Cambridgeshire Primary Scheme of Work for PSHE and Citizenship in which learning related to bullying, diversity and difference is covered within the themes of Myself and My Relationships and Healthy and Safer Lifestyles.
• The school also uses the Cambridgeshire Education Child Protection Service’s Personal Safety units of work as part of the PSHE programme.
• The school also uses the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school approach to enhancing children’s learning and understanding in relation to social, emotional and behavioural skills.
• The school recognises and participates in the national Anti Bullying week in the Autumn term each year, 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 lessons and focussed events, including Anti Bullying Week, Other curriculum areas such as Citizenship, Religious Education, History
• Enrichment activities such as visits from the Life Education Centre, drama groups, outside agencies.

See school’s PSHE Curriculum Planning Documentation for detailed information on curriculum planning and teaching resources.

i) CYP’s Consultation and Participation
The school considers listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes listening to CYP and ensuring they are given the opportunity to speak out and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools Anti Bullying policy and practice and engaging in initiatives to support an anti bullying ethos in school. CYP actively participate in:
• Identifying when and where the bullying happens
• Identifying new forms of bullying eg 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 participant 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 council groups, house family groups
• Focus groups and face to face discussions with small groups of CYP
• Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.
• Surveys including written questionnaires draw and write and research designed and carried out by CYP.
• Systems such as worry boxes

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 and 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.

I) 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 PSHE Coordinator, the SMT and Safe Guarding Governor, and involves monitoring and evaluating anti bullying preventative and responsive strategies to ensure the school’s practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity. The review process involves collecting data on the prevalence of bullying at the school and gathers the views and different perceptions of the whole school community including staff, governors, CYP (see section 3i) and parents/carers using a range of methods such as:
• surveys and questionnaires
• focus groups and interviews
• The school regularly analyses records of bullying incidents to identify patterns of behaviour regarding individuals and groups of CYP, and places and times where bullying may be occurring. Other informative data includes:
• Records of behaviour incidents and the tracking and analysis of types of behaviour incidents over time
• 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
• Information and evidence collected from the Healthy School’s Questionnaire completed annually by year 6, which includes information on bullying.

The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.
The new Ofsted inspection framework January 2015 includes the key contributions made by the school to the wellbeing of its pupils. The results of the evaluation of the school’s anti bullying policy and practice are used to inform the evidence presented in the school Self Evaluation Form (SEF) for the section on Behaviour and Safety. The evidence demonstrates the effectiveness of measures in place to report and respond to bullying and other prejudicial behaviour. (See Appendix B Inspecting Schools)
The policy is reviewed annually.

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

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

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

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:
1. Be Healthy
2. Stay Safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

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

Ofsted’s Revised Guidance (2005) provides information on how Ofsted will report on the way in which schools and children’s services are working to monitor and prevent bullying. The School’s Self Evaluation Form (SEF) requires schools to routinely gather and analyse data to inform practice and response. This includes monitoring incidents of bullying and evaluating the effectiveness of the school’s anti bullying policy.
The DfES guidance Safeguarding Children in Education (2004) states that safeguarding children covers not only child protection but also other areas including bullying.
The DFES guidance Working Together to Safeguard Children (2006) states that safeguarding children covers not only child protection but 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.

**InspectingSchools**

From Ofsted Inspection Handbook January 2015

The behaviour and safety of pupils at the school

166. The evidence collected for this judgement also contributes to inspectors’ evaluation of the school’s promotion of spiritual, moral, social and cultural development.

167. Inspectors must take account of the behaviour and safety of pupils attending off-site alternative provision.

168. Judgements about behaviour and safety must not be made solely on the basis of what is seen during the inspection. Inspectors must take into account a range of evidence in order to judge both behaviour and safety over time. This evidence must include documentary evidence about behaviour and how poor behaviour is tackled, as well as discussions with, and observations of, pupils at informal times of the day (including break and lunchtimes and between lessons).

169 Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about safety within the inspection report. Where the judgements on behaviour and on safety differ, the lower of the two will determine the overall judgement on behaviour and safety. This overall judgement is recorded in the inspection report.

170 Evaluating, judging and reporting behaviour and safety in this way enables inspectors to make a clear distinction between each area, in order that schools and parents have a clear understanding of the reported judgements. For example, where behaviour is judged as requires
improvement, but the safety of pupils is judged to be good, inspectors will grade behaviour and safety as requires improvement overall, while reporting to parents within the behaviour and safety section of the inspection report that pupils are safe. Inspectors should give careful consideration to the effectiveness of the arrangements for safeguarding pupils where the judgement for safety is requires improvement or inadequate.

171 Inspectors must look at a small sample of case studies in order to evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs, looked after children and those with mental health needs.

172 Inspectors must also take account of the views expressed by pupils, including different groups of pupils, of their experiences of others’ behaviour and attitudes towards them and their understanding of the importance of such attributes in school and adult life. These views must not be gathered only through formal discussions, but must include discussions with a range of pupils at informal times. Inspectors must also take account of the views of parents, staff, governors and others.

173 If the school runs, or runs in partnership with other schools, an off-site unit for pupils whose behaviour is poor or with low attendance, an inspector should visit the unit briefly to assess safeguarding procedures, the quality of teaching and how effectively the unit helps to improve pupils’ behaviour, learning and attendance.

174 When judging behaviour and safety, inspectors should consider:

- the extent to which pupils’ attitudes to learning help or hinder their progress in lessons.
- pupils’ attitudes to school, conduct and behaviour, during and outside of lessons and their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption
- the school’s analysis of, and response to, pupils’ behaviour over time, for example incident logs and records of rewards and sanctions
- rates, patterns of and reasons for fixed-period and permanent exclusions and whether they fall within statutory guidance and regulations on exclusions including the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance
- any evidence of the use of ‘unofficial exclusion’ or any evidence that a pupil has been removed from a school unlawfully
- pupils’ contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults, for example when moving around the school; and their understanding of how such behaviour contributes to school life, relationships, adult life and work
- pupils’ respect for the school’s learning environments (including by not dropping litter), facilities and equipment, and adherence to school uniform policies
- types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements and action taken following any serious safeguarding incident
- the school’s policy and procedures for ensuring that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies
• the effectiveness of the school’s actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language
• the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with child sexual exploitation, domestic violence, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism and are aware of the support available to them
• the school’s response to any extremist of discriminatory behaviour shown by pupils
• overall and persistent absence and attendance rates for different groups; inspectors should compare the school’s data on attendance against the national figures for all pupils and, when considering whether attendance is consistently low, should compare it with figures for the lowest 10% of schools (in 2012/13, 93.72% in primary schools and 92.46% in secondary schools)
• punctuality over time in arriving at school and at lessons
• the impact of the school’s strategies to improve behaviour and attendance
• the views of parents, staff and governors.

Grade descriptors – The behaviour and safety of pupils at the school
Descriptors with direct reference to bullying:

Outstanding
• Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
• All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Good
• There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
• There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.
• Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
• Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.
Inadequate

- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school’s ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
Appendix C - Types of Bullying

Bullying related to race, religion or culture

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

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

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

Bullying related to special educational needs (SEN) and disabilities

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

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

Bullying related to 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 or lesbian (or perceived to be) face a higher risk of victimization than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means “coming out” to teachers and parents before they are ready to. Homophobic bullying includes all forms of bullying but in particular it can include:

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

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

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

**Sexist or sexual Bullying**

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

**AppendixD-BullyingIncidentReportForm**

**Logging and Filing information**

This form should be completed within 24 hours of the incident’s being reported. Due consideration should be given to issues of confidentiality, including third party information. See policy on guidance for completing form.

**ALLEGED BULLYING INCIDENT**

Target:
Name(s) d.o.b. Age Year Class
Ethnicity Gender M / F SEN Stage
Home language looked-after child Y / N Young Carer
Member of staff to whom incident was reported
Date of incident
Time of incident
Location of incident
Nature of incident, identify details of any injury or damage to property, etc
Circle any elements that apply:
Form: Physical Verbal Indirect Cyberbullying
Type: Racist/religion/culture Sexual/Sexist/transphobic Homophobic SEN/Disability
Home circumstances CIN Gifted/talented Health conditions Other

Parents/carers of alleged target (s) informed:
Date Time