



# Hardwick Community Primary School

## Anti-bullying Policy

May 2008

### **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 (children) repeatedly identifies bullying as a key concern for them.

This policy supports the vision of Cambridgeshire County Council and the Cambridgeshire Children's 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. The School Standards and Frameworks Act 1998 defines the school's legal responsibility stating 'Head teachers in state school have a duty to encourage good behaviour and respect for others on the part of pupils and in particular, prevent all forms of bullying among pupils' Under the Education Act (2002), schools have a legal duty to 'safeguard and promote the welfare of pupils', which includes protecting children from bullying. More recently the Children Act (2004) and the Education and Inspections Act (2006) firmly establish that schools and other organisations providing services for children have a responsibility to provide the necessary resources needed to ensure that the children in their care achieve the 5 'Every Child Matters' outcomes (2004) enabling them to be safe and healthy, enjoy and achieve, make a positive contribution and achieve economic wellbeing. The revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on these five outcomes and seeks to evaluate how well school are meeting these aims. Dealing with bullying, discrimination and harassment is a high profile aim in two of the five national outcomes for children namely 'Stay Safe' and 'Make a Positive Contribution' as well as impacting on the other three outcomes. Under these two key outcomes schools are inspected for the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour. The new Self-Evaluation Form (SEF) requires schools to routinely gather and analyse school data to inform practice and response. This includes monitoring incidents of bullying and evaluating the school's anti bullying responsive and preventative strategies.

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

### **Section 2 What is Bullying?**

#### **a) Our Shared Beliefs about Bullying**

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



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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 children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

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

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

At our school we define bullying as:

Emotionally or physically harmful behaviour which is:

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

### **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'

### **c) Bullying Forms and Types**

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

#### **Forms of Bullying**

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

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

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

**Relational / indirect** – by having nasty stories told about them; being left out, ignored or



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excluded from groups.

- Some bullying is physical:

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

### Specific Types of Bullying

Specific Types of Bullying include:

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

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

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

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

### d) Recognising Signs and Symptoms

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

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possession go 'missing' and money 'lost'
- Starting to steal money (to pay bully)
- Becoming easily distressed, disruptive or aggressive



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- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide (extreme cases)

### **Section 3 – Implementing the Anti Bullying Policy in our School**

#### **a) Introduction**

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

These are our School Values

- We are committed to providing opportunities in school for enhancing emotional and physical health.
- We recognise the importance of parents and carers as co-educators and promote strong links between school, home and the wider community.
- We offer equal opportunities by recognising that all children have individual needs and learning styles, which we will strive to meet through the use of a variety of teaching methods allowing children to reach their full potential.
- We actively promote children's thinking skills, innovation and creativity as well as attitudes of honesty, commitment, self-discipline and responsibility.
- We are committed to providing a high standard of education, through a broad, balanced and stimulating curriculum, which will foster independence, encourage personal achievement and prepare each child for life in the wider world.
- We recognise that our society is diverse and multi-cultural and we foster mutual respect and tolerance of everyone.
- We seek to provide a safe, secure and stimulating environment in which all children will feel happy, cared for and confident, nurturing high self-esteem by the celebration of their endeavours and successes in all areas of their life.
- We believe in developing children's moral and spiritual awareness, encouraging children to understand the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs.

Other school policies which support our Anti Bullying policy include positive behaviour, PSHE and Citizenship, equality and diversity policies, pupil support and safe-guarding policies, acceptable use of ICT policy, confidentiality, and staffing policies

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. In line with national guidance the school has allocated specific responsibility for anti bullying work to the schools 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



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

#### **c) Reporting Incidents of Bullying**

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

- staff who are trained in anti bullying issues
- worry/listening/bully boxes which are monitored daily
- Independent listeners/buddies, identified by the children themselves, including older pupils and adults other than teaching staff to whom children who are experiencing being bullied may turn



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

#### **d) Responding to Incidents of Bullying**

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

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

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

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records will be factual and where opinions are offered these will be based on factual evidence. Children will be invited to contribute initially and on an ongoing basis throughout the follow up



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period. Where appropriate children will be told what should happen to the information. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies. Records of bullying incidents will be kept in the Headteacher's Office and in perpetuity.

The school will submit figures in relation to racist bullying / incidents to the local authority on a termly basis via the RaID website. This information allows local authorities to monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools.

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

This process 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 children who display anti social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

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

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



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

- removing child / young person who is bullying from particular groups of children including withdrawing them from certain activities breaktimes/ lunchtimes.
- involving children in developing appropriate 'fair punishments' for those who have been involved in bullying e.g. litter picking and school clean ups
- withdrawing privileges such as excluding the child/ young person from golden morning.

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

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

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

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

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

- raise concerns and take steps as appropriate e.g. contact the police to alert them to trouble spots, gangs etc



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- alert colleagues in other schools whose pupils are bullying off the school premises
- map safe routes to school in the event of a pupil being bullied on their journeys to school

#### **e) Working with Parents/Carers**

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

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

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

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

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school to register concerns/incidents and seek support is available via the school's anti-bullying leaflet.

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

The school employs a number of specific measure/strategies to minimise further risks of



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bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. Many of the school's strategies include problem solving processes, which enable a situation to be disentangled and explored, and help to reveal underlying issues. In most cases the school will encourage honest and direct discussion and use a reconciliation process like this before going down the sanction route. Many of the following strategies involve active participation from children and involve children 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 tutorial time where children can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose, to talk about an issue of concern -the whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way
- Accessing support from external agencies and professional including educational psychologists, Child and Adolescent Mental Health Services (CAMHS), the Cambridgeshire Specialist Teaching Service, the Cambridgeshire Race Equality and Diversity Service.
- Providing opportunities for children who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals

#### g) Prevention

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

- Implementing an effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Engaging with the Emotional Health and Wellbeing theme as identified in the National Healthy Schools Programme.
- Implementing a whole school approach to the teaching of PSHE and Citizenship
- Ensuring that the school's anti bullying policy is actively promoted in assemblies
- Providing training on behaviour management and anti bullying for all relevant staff including playground staff
- Providing a school council and regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies.



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- Participating in the national annual anti-bullying week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing.
- Providing confidential communication systems such as Listening Boxes, and working with children to identify key individuals with whom they can confide.
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups
- Through cross-phase activities in Golden Mornings allowing children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key phases.
- Providing information on support agencies such as ChildLine and Kidscape including telephone numbers for help lines and addresses for supportive websites
- Linking with other schools in a local school partnership and with local authority strategies

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

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

- The school adopts the 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 'Staying Safe' Programme.
- The school recognises and participates in the national anti bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

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

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

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

- Identifying when and where the bullying happens and who is doing it to whom



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- Identifying new forms of bullying, such as cyber bullying
- Making decisions about how to address and tackle bullying

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

- Class and school councils,
- 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, and research designed and carried out by children.
- Listening systems such as suggestion boxes.

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

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

#### **k) Involving Outside Agencies**

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

- Cambridgeshire PSHE Service
- Cambridgeshire Specialist Teaching Service
- Cambridgeshire Race Equality and Diversity Service
- Cambridgeshire Education Child Protection Service
- Education Welfare Officers
- Education Psychologists
- Parent Support Advisers
- Early Years and Childcare Specialists
- Children and Adolescent Mental Health Services
- Area Social Care Teams

We also draw on the resources of other national agencies such as: The National Anti Bullying Alliance, Child Line, Kidscape, Parent Plus,

#### **l) Monitoring and Evaluating the Anti Bullying Policy**



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

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

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

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

- Records of peer mentoring initiatives or playground projects
- Parental complaints to the school or local authority regarding bullying
- Information and evidence collected under the National Healthy School theme of 'Emotional Health and Wellbeing (including 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 revised Ofsted inspection framework (2006) focuses on the key contributions made by the school to the wellbeing of its pupils, based on the five Every Child Matters outcomes. The results of the evaluation of the school's anti bullying policy and practice are used to inform the evidence presented in the school Self Evaluation Form (SEF) in relation to two of the five national outcomes for children namely 'Stay Safe' and 'Make a Positive Contribution' demonstrating the effectiveness of measures in place to report and respond to bullying, racism and other forms of discriminatory behaviour.

The policy is reviewed every 2 years.

Review date due: