Rackham (CE) Primary School

Anti-Bullying Policy

Policy Number: SCH 005

Date: 2019

Introduction

Bullying consists of actions which intentionally makes another person feel hurt, either physically or mentally. Evidence from national and local research shows that bullying is widespread and consultation with children repeatedly identifies bullying as a key concern for them. Furthermore, under the Education Act (2002), schools have a legal duty to 'safeguard and promote the welfare of pupils', which includes protecting children from bullying.

This policy supports the vision of Cambridgeshire County Council 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. As such, it is also consistent with guidance of the National Anti Bullying Alliance.

Rackham Primary School regards bullying as serious anti-social behaviour and will always respond to incidents of bullying as outlined in this policy. The school will not tolerate bullying of any kind. Everyone connected with school, in any capacity, should be tolerant of all others, and be alert for incidences of bullying involving children at Rackham Primary School. Staff should be aware of the Anti-Bullying Policy and of appropriate responses and strategies in dealing with bullying incidents.

Rackham Primary 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.

Racist incidents are officially logged on the Local Education Authority database RAID, updated termly.

The Nature of Bullying

Bullying damages children's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem, sometimes with effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's chances of achieving their full potential at school. Bullying causes harm to those who bully, those who are bullied and those who observe bullying.

Bullying may be described as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (DCSF, 2007); the persistent, deliberate attempt to hurt or humiliate someone (Cambs OCYPS, 2007).

Definition

There are three common aspects of bullying and these form the definition of bullying at Rackham Primary School. Bullying is emotionally or physically harmful behaviour which is:
- persistent and repeated over a period of time
- intentional and deliberate
- based on an imbalance of power

Forms of bullying, children can be bullied in ways that are:
- Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- Indirect – by having rumours or unpleasant stories told about them; being left out, ignored or excluded from groups.
- Electronic / 'cyberbullying' – for example, via text message; via instant messenger services and social network sites; and via images or videos posted on the internet or spread via mobile phones. For guidance see e- safety and internet policy and the cyber bulling leaflet.

Recognising signs and symptoms of bullying

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs 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.
- General unhappiness / being frightened to say what is wrong.
- Always on the periphery.
- Developing unexplained cuts, bruises or other injuries.
- Unwilling to go to school, developing school phobia or unusual patterns of non-attendance.
- Failing to achieve potential in schoolwork.
- Becoming withdrawn, nervous or losing concentration.
- Becoming isolated and disengaged from other children.
- Developing changes in physical behaviour (e.g. stammering, nervous ticks)
- Regularly having possessions go 'missing' or 'lost'
- Becoming easily distressed, disruptive or aggressive
- Starting to steal money (to pay perpetrator)
- Developing problems with eating and food.
- Running away.
- Developing sleep problems.
- Developing suicidal thoughts or attempting suicide.

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

Recognising why children may bully

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

- Possible reasons for why some children may engage in bullying behaviour 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.

Possible reasons for being a victim

- Race/sexual orientation/class
- New child in school
- Child with family crisis

- Disability – or difference of any kind
- Being shy
- Coming from an overprotective family environment
- Being a 'provocative' victim – behaving inappropriately with others

Implementation

This policy is set within the wider context of the school's overall aims and values. We are committed to engaging with a whole school approach and developing all aspects of school life to enhance the physical and emotional health and well-being of the school community.

Rackham Primary School endeavours to:
- promote a healthy, safe and caring environment for all children and staff
- provide a broad and balanced curriculum for all our pupils
- promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships, based on respect for themselves and other.
- provide information and support to enable children to make safe choices.
- provide children with opportunities to develop the necessary skills to manage their lives effectively.
- help children to learn to respect themselves and other.
- create a wider awareness of religious, cultural and moral values within an ethos of respect for different ethnic groups, religious beliefs and ways of life.
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

PSHE is used to provide curriculum opportunities that include learning about bullying, discrimination and personal safety. Circle Time and Drama may also be used to consider issues of bullying, empathy and strategies for dealing with difficult situations.

Work on bullying is taught as part of designated lesson times (PSHE), through enrichment activities and via other curriculum areas.

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 participates in the national anti-bullying week which raises the profile of bullying and the effect it has on children's emotional health and well-being, providing a focussed week on the subject of recognising and combating bullying.

A successful Buddies system is in place at the school in both Key Stages.

Key Stage 2 Playground Leaders support appropriate playtime activities for children on the Key Stage 1 playground.

Social skills groups are formed to address concerns about vulnerable individuals and groups.

The school ensures that whole school community is aware that no form of bullying is acceptable and endeavours to prevent, de-escalate and stop any continuation of harmful behaviour.

A cross year group house system and mixed year group classes allow children from different age groups to socialise and support each other.

Class and School Councils provide opportunities for pupil voice to be heard including about issues relating to bullying and well-being.

The views and concerns of Rackham pupils are also gathered as part of the County well- being and attitudes

survey.

Children are encouraged to anyone witnessing bullying should inform a member of staff at once should any bullying be witnessed.

Members of staff are always be available to discuss worries and concerns with the children.

Responding to incidents of bullying

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 (e.g. staff, friends, family).
- Recognising the need to take action to begin to repair the harm caused.
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

Informal response procedures
- The unacceptability of bullying will be made clear.
- Children will be made aware that watching and doing nothing is support bullying behaviour.
- Racist, homophobic or sexist language will be challenged.
- Cyber bulling will be challenged following the schools e safety and internet policy.
- Non-aggressive behaviour will be rewarded.
- Children will be encouraged to empathise and see others' points of view.
- Support will be given to both victim of bullying and the child using bullying behaviour.
- The Support Group Method will be used were 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 children who display anti-social behaviour and lack empathy can be helped to understand the consequences of their actions and change their behaviour.

Formal response procedures
- A reprimand may be an adequate response to one or two incidents of mild bullying (an incident of name-calling or mild teasing).
- If a third incident is reported, the Headteacher or Deputy will become involved.
- A further incident, however minor, will cause the Headteacher to talk to parents.
- Any alleged bullying incident should be logged within 24 hours of the incident being reported.
- If the bullying persists, an IBP (Individual Behaviour Programme) will be written within 6 weeks with the involvement of the class teacher, parents and child where possible.
- If no progress is evident, the child may be referred an outside support agency (e.g. the Multidisciplinary Primary Support Service, an Educational Psychologist or Brookside Family Clinic).
- Sanctions may be used at any step. These may include a verbal apology, a written apology, loss of playtimes, exclusion from lunchtimes or exclusion from school for a fixed term.

Exclusions will only be used if the incident is of sufficient gravity and will be decided upon by the Headteacher or the Deputy Head in her absence.

Conclusion

Expectations of all staff, children, parents and governors:
The Rackham School strives to create a school ethos where bullying will not be tolerated. Social education is seen as a positive issue for promotion in the school environment.
Children are taught to respect each other, not to retaliate, to seek help and to tell an adult of any problem.
Child victims must be helped and given support and strategies. Parents and children will know that all incidents will be taken seriously and thoroughly investigated.

Other related materials:

E safety and internet policy
Behaviour policy
Safe guarding and child protection Cyber bullying leaflet.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher

Date: September 2019

Signed:

Chair of Governing body

Date: September 2019

Signed:

Appendices

Appendix A - General statements about bulling.

Appendix B – Difference between bossiness, boisterous and bulling.

Appendix C - Types of Bullying (from County model policy)

Appendix D - Bullying Incident Report Form (from County model policy)

Appendix E - Racist Incident Report Form (from County model policy)

Appendix F - Responding to and Following Up Incidents of Bullying (from County policy) including the Support Group Method.

Appendix A

General statements about bullying:
- Boys often bully younger children of both sexes
- Girls often use verbal abuse and ostracise from peer group - usually other girls
- Some victims are also bullies (easily provoked, provoke others easily)
- Onlookers are condoning bullying and become part of bullying

Appendix B

Differences between bullying/bossiness and bullying/boisterous behaviour.

Bullying	Bossiness
Focussed on younger/smaller and timid children, increasingly relying on threat and force	Bossing whoever is around at the time, usually grow out of it as they mature and learn social skills.

Bullying	Boisterous
Spoiling other children's activities and vindictive. Rough and intimidating behaviour.	More natural, uncontrolled – not showing violence and hostility, high spirits, not unfriendly.

Appendix C

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.

Appendix D

Rackham Bullying Incident Report Form - 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.

ALLEGED BULLYING INCIDENT
Student allegedly bullied Name(s)   d.o.b.   Year   Group
Ethnicity   Gender M / F   SEN Stage Home language   looked-after child Y / N
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: Racist   Sexual/Sexist   Homophobic   SEN/Disability
Member of staff to whom the incident was reported

Alleged perpetrator(s):		
Name(s)	Year	Group

Witnesses to the incident

Witness reports of incident (continue on separate sheets if necessary)

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

Parents/carers of alleged perpetrators informed:	
Date	Time

Details of immediate action taken

Appendix E

Rackham Racist Incident Report Form

The school submits termly reports of racist incidents electronically on the RaID website http://www.ccc- raid.co.uk/ (Schools can access their ID number and password by contacting Judith Evans at CREDS on 01480 372327 or Judith.evans@cambridgeshire.gov.uk or Health Lawrence at CREDS on 01223 568841 or heather.Lawrence@cambridgeshire.gov.uk)

Schools may want to use the form below to ensure they collect all the details required for reporting each incident and for sharing information with stakeholders.

RACIST INCIDENT REPORT FORM

School/Establishment: Rackham Primary

Date & time of Incident: ……………………………………………………………………………..

Victim's name…………………………………		Perpetrator's name……………………………	
Year Group/Age	☐	Year Group/Age	☐
Outside Person(s) inc. parents/carers	☐	Outside Person(s) inc. parents/carers	☐
Teaching Staff	☐	Teaching Staff	☐
Support Staff	☐	Support Staff	☐
Unknown	☐	Unknown	☐

Nature of Incident (tick any that apply):

Racist comments and language	☐	Written abuse	☐
Verbal abuse and threats	☐	Damage to property	☐
Physical assault	☐	Provocative behaviour	☐
Ridicule and ostracism	☐	Possession/distribution of racist material	☐
Racist graffiti	☐	Other	☐

Details of incident:………

………………………………………………………………………………………*To be completed by designated member of staff*

Action taken……..

……………………………………………………………………………………………*(continue on separate sheet if necessary)*

Have parent(s)/carer(s) of victim been informed?   YES   NO

Have parent(s)/carer(s) of perpetrator been informed?   YES   NO

Perpetrator's ethnic origin (including Traveller or Refugee) ……………………………………………………………………

Victim's ethnic origin (including Traveller or Refugee)…………………………………………………………………………..

Outcome recorded in victim's/perpetrator's files *(please circle)*

Record completed by:……………………………………………..

Signature of designated Member of SMT: ………………………

Date:……………………………………………………………………

Appendix F

Responding to and Following Up Incidents of Bullying

This appendix outlines the reconciliation processes and approaches the school will take when responding to incidents of bullying. This appendix includes guidance on the Support Group Approach (previously called No Blame Approach).

The Support Group Method (No Blame Approach) – How It Works

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

When bullying has been observed or reported, then The Support Group Method offers a simple seven-step procedure, which can be used by a teacher or other facilitator. It should be noted that each step has been carefully planned as a single part of the whole and variations may undermine the success of the method. The steps are summarised below:

Step one – talk with the victim

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

The purpose is not to discover factual evidence about this or other events; if the person wants to include evidence in the account this is always reframed to establish the resulting distress. For example a comment like, "They have all been ignoring me, nobody will talk to me." might be replied to with a response like, "So, you felt really lonely and you were upset that you had nobody to talk to".

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

The facilitator should end the meeting by:
- Checking that nothing confidential has been discussed which should not be disclosed to the group.
- Asking the person to suggest the names of those involved, some colluders or observers and some friends who will make up the group.
- Inviting the person to produce a piece of writing or a picture which will illustrate their unhappiness.
- Offering the person an opportunity to talk again at any time during the procedure if things are not going well.

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

Step two – convene a meeting with the people involved

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

Step three – explain the problem

The facilitator starts by telling the group that they, the facilitator have a problem – they are worried about 'John' who is having a very hard time at the moment. The facilitator recounts the story of 'John's' unhappiness and uses the piece of writing or a drawing to emphasise their distress. At no time does the facilitator discuss the details of the incidents or allocate blame to the group.

Step four – share responsibility

When the account is finished, the listeners may look downcast or uncomfortable and be uncertain about the reason for the meeting. Some may be anxious about possible punishment. The facilitator makes a change in the mood here by stating explicitly that:
- No-one is in trouble or going to be punished
- There is a joint responsibility to help 'John' to be happy and safe
- The group has been convened to help solve the problem.

Step five – ask the group members for their ideas

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

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

Step six – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. No written record is made - it is left as a matter of trust. The facilitator thanks the group members, expresses confidence in a positive outcome and arranges to meet with them again to see how things are going.

Step seven – meet them again

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

These meetings are with one group member at a time so that each can give a statement about their

contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

The above description of the Support Group Method is taken from Lucky Duck Publishing website. www.luckyduck.co.uk.

The entire process showing the seven steps is available as a training video (Michael's Story - The No Blame Approach. Maines and Robinson, 1992). A fuller account of the development of the work is published in a book "Crying for Help." Robinson and Maines 1997 Lucky Duck Publishing Ltd.

The Support Group Method is a well recognised approach used in many schools and local authorities across the country. The approach was originally called 'The No Blame Approach' but has recently had a change of name due to misconceptions regarding the process because of the use of the words 'no blame'. The process does in fact enable those that bully to acknowledge the damage caused to others by their behaviour and supports those that are bullying to develop empathy for others and take responsibility for changing their behaviour. It is suggested that schools keep as closely as possible to the steps outlined in the process as this is a proven process and alterations to the protocol may jeopardize the positive effects of the process.
However, having trailed this process, schools may feel that adjustments are required to ensure that the programme suits the needs of their school and individual children and young people. Schools may feel, for example, that where it is suggested that no notes are required in step 6, they may wish to make discrete notes after the meeting, for their own reference.

Appendix G

Responding to Cyberbullying - DCSF Guidance: Cyberbullying, A Whole- School community Issue

See separate pdf