St. Mary's C.E. (A) Primary School

Greenfield

Anti-Bullying Policy

2019-20

'We enjoy learning and achieving
in a Christian environment'

St. Mary's C.E. (A) Primary School, Greenfield

School Policy on Anti-Bullying

2019-20

'You shall not take vengeance, nor bear any grudge against the sons of your people, but you shall love your neighbour as yourself'
Leviticus 19:18

MISSION STATEMENT
'We enjoy learning and achieving in a Christian environment'.

Introduction

- This document is a statement of the aims, principles and strategies for minimising bullying incidents and dealing effectively with any incidents that do occur.
- It was reviewed during the Autumn of 2018
- It was approved by the governing body
- It will next be reviewed in line with the SIP Review Cycle 2016-19

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All data will be handled in accordance with the school's Data Protection Policy.

Data Audit For This Policy					
What ?	**Probable Content**	**Why ?**	**Who ?**	**Where ?**	**When ?**
None	None	None	None	None	None

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
✓		

Every Child Matters at St. Mary's
St. Mary's wants every child to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This policy has been written with careful consideration of the Every Child Matters Agenda.

Healthy School
St. Mary's is a Healthy School with healthy attitudes embedded in the curriculum and extra-curricular activities. Children are encouraged to be active and maintain healthy relationships with their peers and adults as well as making choices about healthy lifestyles.

Building Learning Power Statement
At St. Mary's, we encourage all pupils to build their own learning power. Building Learning Power emphasises the development of lifelong learning, values and skills. We aim to ensure that all children develop persistence and curiosity for learning and become adventurous risk takers who are not afraid of the 'don't know' state of mind. At St. Mary's, children develop the ability to take

responsibility for their own learning, self-assess and articulate their identity as a learner. They develop the ability to know what is worth learning, face confusion and select the best learning tool for the job.

Equality Statement

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

'Research suggests that bullying not only causes considerable suffering to individual pupils but also has a damaging effect upon school atmosphere. It is hard to see how a school can win the confidence of its pupils if it fails to deal with behaviour which so seriously damages the quality of their lives. ' (Discipline in Schools: Elton Report)

Aims
Schools have a **duty of care** towards their pupils acting in **loco parentis**. Whilst we cannot guarantee that bullying does not occur at St. Mary's the overall aim of this policy is to promote a climate in school where bullying and harassment cannot flourish and where all members of the school community especially the young are treated with respect. This is entirely consistent with the school's vision and ethos. We aim to provide a caring, friendly and safe environment for all of our pupils so they can learn in a supportive, relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who suspects that bullying is happening is expected to tell a member of staff.

The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture. This policy sets out the strategies to be followed and the back up systems in place to ensure effective implementation, monitoring and review.

The nature of bullying
There are many definitions of bullying, but the Anti-Bullying Alliance bases its definition on the accounts of the victims of bullying. They consider it to be:
- deliberately hurtful (including aggression)
- repetitive or persistent
- based on an imbalance of power, leaving the victim feeling defenceless

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve the perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways as outlined below.

Bullying can take many forms, but the main types are:
- **Physical:** pushing, hitting, kicking, pinching, threats, stealing
- **Verbal:** name calling, insulting, sarcasm, persistent teasing, offensive remarks, spreading rumours
- **Emotional:** tormenting, ridicule, humiliation, exclusion from social groups,
- **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- **Sexual:** inappropriate and uninvited touching, abusive comments, innuendoes
- **Cyber-bullying** – the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside the school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Who is involved in bullying and where does it take place?

Bullying is widespread and occurs in all schools. Bullies may be either sex or any age.

Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation; or some form of disability.

Verbal bullying is common amongst boys and girls. Boys experience more physical violence and threats than girls, although physical attacks on girls by other girls are becoming more frequent. Girls tend to use indirect methods that can be more difficult to detect.

In schools it is more likely to occur where adult supervision is intermittent. In primary schools, up to three-quarters of bullying takes place in the playground.

Schools are not directly responsible for bullying off their premises. **The head's duty of care to prevent bullying only applies within the precincts of the school.** However bullying can take place on journeys to and from school. The bullying may be by pupils of the school or pupils of other schools.

This policy encourages pupils not to suffer in silence. Where a pupil tells of bullying off the school premises, a range of steps could be taken:
- inform the head of the school whose pupils are bullying off the premises;
- talk to pupils about how to avoid or handle bullying outside the school premises.
- inform the parents of the victims and arrange for them to be collected.
- inform the local police about the problem (if necessary seek a police presence at trouble spots)

Why do some children bully?

Bullies pick on smaller, weaker victims as a way of making themselves feel better. Very often they are unhappy, have difficulty making positive relationships, are lacking self-esteem, or have inadequate role models and support systems in their lives. Some children turn to bullying as a way of coping with a difficult situation such as the death of a relative or their parent's divorce. Others are lacking in basic social skills and boundaries of acceptable behaviour; they are selfish, spoilt and care little for the feelings of others.

How does bullying start?

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:
- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or being a 'nuisance'

Pupils with **Special Educational Needs** or **disabilities** may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

Symptoms of Bullying

Teachers can play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying. Victims may:
- be reluctant to attend school and are often absent

- be more anxious and insecure than others, become withdrawn and lack confidence
- have fewer friends or withdraw from friendships and often feel unhappy and lonely
- suffer a drop in standards of school work
- suffer from low self-esteem and negative self-image, looking upon themselves as failures - feeling stupid, ashamed and unattractive
- stop eating, have nightmares
- have unexplained bruises, scratches, cuts
- start stealing or "losing" money and possessions
- show reluctance to go out at playtimes, asking for jobs or feigning illness
- ask to be sent home early or hang around school in order to leave late

Victims may present a variety of symptoms to health professionals, including fits, faints, vomiting, limb pains, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to depression or, in the most serious cases, attempted suicide.

Developing a Telling School
Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils:

- Clear and consistent rewards and sanctions
- Parental survey
- Pupil survey
- Parental consultations
- School's Council meetings
- Playground "Pals" or pupil mentors
- Circle-time activities
- PSHE sessions
- Pastoral support
- Staff Meeting with focused concerns regarding children highlighted on weekly briefings and key stage meetings

Surveys can reveal:
- how frequently pupils have been bullied
- what ways it has happened
- who the bullies are
- who victims tell
- what action was taken and its effect

Teachers should not immediately react to a suspected bullying case without further investigation. Interviews can be useful - individually or in small groups - especially for children with moderate or severe learning difficulties. The class teacher or SEN staff should conduct these as the pupil-interviewer relationship can affect the honesty of the answers. Do it in private, but where both are visible to others. Children may not like to repeat unpleasant names they have been called, or stories that have been told about them. Making notes during an interview can be distracting, so do them as soon as the interview is over.

Confidentiality is a difficult issue. Sometimes interviewers may need to disclose information to others. They should explain to pupils how they might need to use such information. Some children are prepared to write about their experiences anonymously, but not to talk about them. Even one-to-one interviews are not always reliable in detecting whether particular pupils have been bullied or not.

When bullies act in a gang they should be interviewed one at a time, without allowing the other participants the opportunity to collaborate. This should be followed by a group meeting to air all the individual comments in order to establish the facts and identify any ringleaders.

Involving parents early is essential, and they might wish to involve the police as necessary. Keep accurate records of incidents and the school's response to help with proceedings and protect the school from legal action.

It is essential to follow-up after an incident to check that the bullying has not started again. Do this within about two weeks, and again within the following half-term.
Immediately after intervention, the bullying is likely to stop. However, bullying can be very persistent and may recur. If pupils expect follow-up, they are unlikely to start bullying again.

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

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.
If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the policy. If a staff member finds materials that they do not suspect contains evidence in relation to an offenc, they can decide whether it is appropriate to delete or retain the materials as evidence of a breach of school discipline.

Sanctions
Bullying is subject to school sanction just as any undesirable behaviour. The severity and frequency should be reflected in the level of sanction imposed.

Where other strategies do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The DfE's guidance for local authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

Five key points:

- never ignore suspected bullying
- don't make premature assumptions
- listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth
- adopt a problem-solving approach which moves pupils on from justifying themselves
- follow-up repeatedly, checking bullying has not resumed

(Please also see appendix 1 for procedures for dealing with incidents of bullying)

Promoting the Policy
There are many opportunities to promote the policy:

- promotion of the 'SCARF' principles – keeping yourself and others safe, being caring towards others, achieving your very best in all that you do, respecting yourself, others and the environment, being friendly to all
- during assemblies and collective worship
- during normal curriculum coverage
- circle time activities
- School-wide Anti bullying posters
- School-wide promotion of our Code of Conduct – Golden Ways
- PSHE activities
- School and Eco- Council meetings
- Role-play or stories
- Participation in 'Anti-Bullying Week'
- Anti-bullying SEAL unit promoted each year

Curricular approaches to bullying

Anti-bullying forms part of an overall strategy for Personal Social Health Education and Citizenship, which aims to create an effective climate for learning and equip young people with skills and knowledge to prepare them for adult life.

Discreet PSHE, including anti-bullying, is timetabled for weekly in all classes. In addition a PSHE unit specifically focused on anti-bullying is taught in all year groups for a half term every year. The implementation of the programme is supported and overseen by the PSHE Subject Leader and Inclusion Manager.

The curriculum can be used to:
- raise awareness about bullying and the anti-bullying policy
- increase understanding for victims, and help build an anti-bullying ethos
- teach pupils how constructively to manage their relationships with others

Through the curriculum it is possible to explore such issues as:
- why do people bully each other?
- what are the effects of bullying on the bullied, on bullies, and on bystanders?
- what can we do to stop bullying?

Strategies for reducing bullying as the need arises in classes

Our policy includes a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

a) Co-operative Group Work

When this is integrated into normal classroom practice, pupils can:
- explore issues and controversies by considering different points of view
- be more tolerant of others and more willing to listen
- trust those of the opposite gender and those from other ethnic groups
- become better integrated into the peer group

b) Team Building

Trust-building/team building exercises, co-operative games, problem-solving activities, discussion groups, role-play and simulations. All share some essential aspects:
- pupils work together and help one another, managing conflicts within the group
- there are tasks needing a group effort
- children share information and divide work towards common goals
- roles vary within groups: leading, problem-solving, tidying up

By working together, relationships sometimes develop into real friendships. Potential victims of bullying can be drawn into working groups with other children who do not abuse or take advantage of them.

c) Circle Time
Time is regularly set aside for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:
- creates a safe space to explore issues of concern
- explores relationships with adults and peers
- enhances effective communication
- affirms the strengths and enhances the self-esteem of each member

Circles last for 20-30 minutes. Participants listen carefully, making eye contact with one another and address particular problems – for example, relationships, anger, fighting and bullying.

The teacher and pupils agree on simple, positive rules that encourage the group to:
- focus on their own feelings and those of others
- listen to one another and tolerate others' views
- learn to take turns
- discuss difficult issues using a problem-solving approach

d) Circle of Friends
Sometimes known as 'Circle of Support', they build relationships around a vulnerable pupil. The method must first be explained to that pupil, whose agreement and cooperation are essential. Circles aim to:
- improve the level of acceptance and inclusion of the pupil
- help the pupil make friends inside or outside the Circle
- increase insight into the pupil's feelings and behaviour
- describe the pupil - only **positive** things may be said
- list things about the pupil that they find difficult
- discuss how *they* would feel and behave if they were isolated or socially excluded

- consider how they might help - pupils typically produce two clear solutions: offering friendship and finding ways to keep the pupil on track
- identify what might stop the pupil changing
- volunteer to form the pupil's Circle of Friends (between six and eight pupils)

Soon afterwards, the initial Circle of Friends meeting takes place including the focus pupil. Ground rules are negotiated and aims clarified about helping them to make friends and change any negative behaviour. In turn, circle members explain why they volunteered. The leader asks *'What do we like and value about this person?'* and responses are written down. Next, the leader carefully asks about the pupil's negative behaviour. The group brainstorms strategies for helping the pupil which are recorded and then prioritised. Subsequent weekly meetings check on the progress the group.

d) Playground Buddies (Pals)
Pupil volunteers across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They attempt spot potential unrest, include isolates in activities and look after any children sitting on the "friendship bench".

e) Befriending
Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred. Befrienders:

- need friendly personal qualities
- give support with emotional and social problems - newness to a school, difficulty making friends, upset at separation or loss, being bullied or socially excluded
- offer companionship and activities to peers who would otherwise be miserable and alone
- may share a common difficulty - for example bereavement

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally. Befrienders need training in active listening, assertiveness and leadership.

f) The Support Group Approach
A support group is formed for the bullied pupil made up of those involved in the bullying, and bystanders. Responsibility for change lies with the participants in the bullying. The first aim is to get the bully to identify with the victim, and the second to help resolve the problem. There are several steps:
- the group's facilitator chats with the victim and a support group of around 6-8 pupils is set up. As well as pupils involved in the bullying, friends of the victim can take part;
- with the victim's agreement, their own feelings are communicated to the group.
- the facilitator makes clear that the purpose is to take joint responsibility and find a solution.
- suggestions on how to help are sought, but the key aim is a joint commitment to take action;
- each group member is interviewed individually a week later to review progress and report back on their contribution to resolving the problem. The bullied pupil is also interviewed. Whilst some group members might not have kept fully to their good intentions, the main criterion for success is that the bullying has stopped.

g) Mediation by adults
Methods focus on pupils who have been bullying others regularly for some time, *as well as* those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.
- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- get agreement with each that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying
- check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying
- check whether the bullying starts again or targets another pupil
- if bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement, sanctions or a change of class.

The approach is successful, at least in the short term, provided the whole process is worked through. Alone, it cannot tackle all forms of bullying, and it may not have long-term success unless backed up by other procedures, **including firm disciplinary ones**.

<u>**Working with victims**</u>
The behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that irritate others. They may get angry easily and fight back when attacked or even slightly provoked - and a large number of classmates and adults, including the teacher may dislike them. They may also bully weaker pupils.

Parents and teachers should co-operate in identifying such behaviour. The pupil needs improved social skills; assertiveness, conflict resolution and stress management. Friends could give feedback on

annoying behaviour. Adults can encourage such friendships. Other professionals may work with the pupil or family.

When tougher measures are needed
Where pupils do not respond to preventive strategies to combat bullying, the school will take tougher action to deal with persistent and violent bullying. Our Behaviour Policy sets out a range of clear sanctions to deal with unacceptable behaviour. The whole school community knows what sanctions will be taken and that they will be fairly and consistently applied (see Behaviour Policy: Sanctions). This can and does include permanent exclusion.

Where serious violence is involved, the head teacher can permanently exclude a pupil with immediate effect and for a first offence. Appeal panels have been advised that they should not seek to overrule such a decision on appeal.

Involving parents
Parental support is often a key to success or failure in anti-bullying initiatives. The majority of parents support anti-bullying measures and are keen to participate. Consultation is important, helping create an ethos in which positive behaviour is encouraged, and bullying considered unacceptable.

However, a significant few do hold unhelpful attitudes saying bullying is an inevitable part of growing up and encouraging bullied children to 'stand up for themselves' rather than seek help. While understandable, this conflicts with the aim of most anti-bullying initiatives to encourage children to tell staff about bullying rather than try to fight back.

Parents reporting bullying
Parents may contact schools, often in some distress, to report that their child has been bullied. Their concerns must be taken seriously.

The first point of contact for parents is likely to be the school office or a class teacher. It is important that all staff know the school policy and when to refer parents to the Head Teacher.

Good practice includes:
- recognising that the parent may be angry and upset
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- remaining calm and understanding
- making clear that the school does care and that something will be done
- explaining the school policy, making sure procedures are followed

When a case is referred to them, senior teachers should also:
- ask for details and record the information
- make a further appointment to explain actions and find out if it has stopped
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented

Many of the same points apply when the school has to tell the parents that their child is involved in bullying. Parents are more likely to accept a calm approach, following the agreed guidelines of an anti-bullying policy they are familiar with. This helps to defuse anger and resentment. Specific requirements depend on whether the child in question is the victim or the bully.

Parents of bullies and victims
Our policy is to involve parents constructively at an early stage using a problem-solving approach in the first instance. Strong measures - including exclusion **will** sometimes be necessary. Comprehensive consultation, awareness raising and communication are the best preparation for such situations.

Some claims of bullying may turn out to be false or exaggerated. However, whatever the victim's previous history, all claims of bullying should be treated seriously and not dismissed without further enquiries being made.

Playground policy (see Behaviour Policy: Playground procedures and Lunchtime Policy)
Our Behaviour Policy and Lunchtime Policy sets out clear guidelines for managing pupil behaviour during breaks and lunchtimes. They involve all staff, *especially* Middays, as well as pupils.

- Staff are encouraged to move around the grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between Middays and teachers is assured through the use of the "Playground File'' as well as regular, verbal exchange.
- Roles and responsibilities of Middays and teachers when on duty are clearly defined in writing.
- Middays' authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- The Midday Leader oversees the work of others, ensures effective communication, acts as the main contact point with the Deputy Head and ensures the reporting of incidents to class teachers. He/she monitors the "Playground File" and informs teachers of anyone requiring attention.

Strategies for reducing playground bullying
The school's playground environment is carefully organised to offer space for educational, social, physical and creative activities, reduce boredom and therefore bullying.

This is achieved by providing:

- a stimulating range of playground equipment including footballs, basketball, rugby ball, cricket, netball, skipping ropes, hoop-las, hop-scotch etc.
- games and activities painted on to the playgrounds
- positive relationship between Middays and pupils with each Midday assigned to a specific class and formal handover to/from teacher at the start and end of each lunchtime
- Trim Trail
- designating areas for different activities –i.e. restricting ball games to the large yard, smaller/quieter games to the smaller yard
- seating areas for conversation, calming down or observation and a "friendship bench".
- "Playground Buddies/Pals" system of pupil mentors and monitors.
- providing alternative activities with lunchtime clubs.
- staggered dinner sittings to reduce numbers on the yard.

Handling the Media

The media has turned bullying into an 'issue' which encourages parents and children to call often one-off incidents bullying, rather than a disagreement or fall-out. If approached by the media about an incident the following procedure should be followed to minimize sensationalism:

- Do not respond straight away. Tell them you will get back to them.
- Inform the Head Teacher.
- Head Teacher informs the Communications Team of the LA and seeks advice and support.
- Check the facts and discuss with colleagues as necessary.
- Either the Head or Communications Team prepare a brief statement about the situation, putting the matter in context and emphasizing the positive steps that the

school are taking.

Documents consulted in the development of this policy

- Safe to Learn – DCFS
- The DCFS anti-bullying charter
- Kidscape darft anti-bullying policy
- Teachernet.gov.uk
- DfE guidance document - Preventing and tackling bullying, July 17.
- Keeping Children Safe in Education (KCSIE)

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school

The Equality Act 2010

Specialist organisations:

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

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17

Cyber-bullying and online safety

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Intenet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includesadvice for schools and colleges on responding to incidents of 'sexting.'

LGBT

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying
- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
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- Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.
- Mental health
- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.
- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
- Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 7832187
Kidscape	020 77303300
Childline	0800 1111
NSPCC	0207825 2500

Signed: **Date:**
Chair of Curriculum, Policy and Standards Committee

Next review: **Autumn 2020**

Staff Procedures for reported incidents of bullying

1 - Collect details. Interview victim and perpetrator separately.

2 - Ask: What happened? What were you thinking at the time? What are you feeling at this moment? What do you think needs to be done to repair the harm? Who do you think has been affected by the actions?

3 - Staff member makes a decision if it is bullying.

4 - If bullying, discuss with Key Stage Leader. Decide - low level, first incident, work with victim and perpetrator to resolve the issue. High level - follow the procedure as identified in point 5 and complete witness statement.

5 - Staff member completes Bullying witness statement.

6 - Give completed Bullying Witness Statement to Key Stage Leader.

7 - Key Stage Leader discusses Bullying Witness Statement at Senior Leadership meeting to determine actions.

8 - Procedures to follow (actions adapted to individual case): a - contact parents of both victim and perpetrator to discuss, use of restorative justice approach to resolve issues, follow up meetings arranged at least 3 weekly, high level monitoring put in place, (all staff made aware)

Record details of all meetings, incidents discussions etc and forward paper work to Headteacher.

St Mary's C.E. (A) Primary School
Bullying Incident Witness Statement

Name of the person making this statement	Who is being bullied?	
	You	Someone else
If someone else, who?		
When did this take place?	Time	
Where were you when it happened?		
Who was the person doing the bullying?		
If more than one, who would you say was the worst or the ring leader?		
Who was with you when it happened?		
Was there anyone else who may have seen or hear what happened?		
Yes	No	
If yes, who?		
Has the person bullied before?		
Yes	No	
If yes, when?		
Describe as best you can:		
What happened? **What were you thinking at the time?** **What are you feeling at the moment?** **What do you think needs to be done to repair the harm?** **Who do you think has been affected by the actions?**		
Member of staff taking statement:		
Key Stage Leader informed and actions agreed:		
Agreed Actions: Examples of actions for the staff member to draw from. - writing an explanation or apology for the incident - withdrawal of break or lunch time privileges - behaviour target card - removal from a particular lesson or peer group - temporary removal from class - interview with the Head Teacher or Deputy Head Teacher - fixed term exclusion - permanent exclusion		
Both sets of parents involved:	1. 2.	
Review Date:		
Review Actions:		

Parental Procedures for reporting incidents of bullying

1 - Discuss the incident with your child. Listen without getting angry or upset. Try to put your own feelings aside, sit down and actually listen to what your child is telling you. Show them you have listened by 'playing back' to them what you hear.

2 - Make a decision. Is this bullying? Is it unwanted, aggressive behaviour that involves a real or perceived power imbalance and is repeated over time? If so.....

Ask your child: How do you want me to take this forward?

3 - Reassure your child that it is not their fault.

4 - List all the facts: what happened, who was involved, when it occurred, who witnessed it, anything your child did that may have provoked the incident, whether it was a one-off or series of events.

5 - Follow the correct protocols for making an appointment at the school.

6 - Avoid accusing the school, aim to work together to find a solution. The school will have set procedures to follow for investigating concerns of this nature.

7 - Be patient: Allow the school time to deal with the problem.
Ensure clear actions are agreed upon at the end of your first meeting.

8 - Arrange a follow up meeting in a few weeks time to see how the situation is being resolved. Inform the school if anything else happens in between appointments.