



CPD SCHOOLS FEDERATION ANTI-BULLYING POLICY

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Purpose

To provide an environment where all pupils can feel safe, healthy, able to enjoy and achieve, and are therefore able to contribute to future economic wellbeing and able to make a positive contribution to the school community. Schools have a **duty of care** towards their pupils. Whilst we cannot guarantee that bullying does not occur at within the CPD Schools Federation, the overall aim of this policy is to promote a climate in school where bullying and harassment is not accepted and is dealt with promptly, effectively and in a supportive manner. All members of our school community, must be treated with respect in a safe and secure learning environment. This is entirely consistent with the Federations' vision and ethos. This 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, sexuality, appearance or culture. Regardless of age, appearance, culture, disability, gender reassignment, race, religion or belief, sex or sexuality.

All staff must be vigilant with regard to patterns of minor incidents, which may indicate a more serious underlying problem, e.g. the child who is regularly excluded by peers from group activities. Anyone who is aware of or who witnesses an incident of bullying has a duty to intervene and to report it. We are working together to create school communities where bullying is never tolerated or over looked.

This policy sets out the strategies to be followed and the back up by systems in place to ensure effective implementation, monitoring and review.

Principles of Anti-bullying

We define bullying as any or all of the following:

- 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.' (Anti-Bullying Alliance's definition).'
- A repetitive series of actions by an individual or group often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.
- Verbal or physical actions which are designed to intentionally hurt and intimidate or to make the recipient feel unhappy, embarrassed or insecure about themselves.
- A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles, these are not classes as bullying and are dealt with through the behaviour policy,

Types of bullying:

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, deliberate exclusion from social groups
- **Racist:** racial taunts, jokes, offensive mimicry, graffiti, gestures
- **Sexual:** inappropriate and uninvited touching, abusive comments, innuendoes
- **Homophobic:** using gay, lesbian etc. in a pejorative way, mis-gendering
- **Cyberbullying:** use of social media, online games, messaging services to bully others.

Definition of cyber-bullying:

The type of bullying taking place among children has significantly expanded from playground bullying; advancement in technology has brought an explosion in the use of ICT by children, some of whom use this as a way to bully others, known as cyber-bullying. Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face. This mainly occurs outside school but school deals with the consequences.

Who is involved in bullying - and where?

Bullying can take place anywhere, including school; on public transport; on the street and other places children may gather such as parks and shopping centres. Bullying unfortunately is widespread and occurs in all schools. Bullies may be of either sex and of 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. All classrooms display a clear definition of bullying and an outline of what constitutes bullying.

In our Federation, we take action against bullying that takes place outside school particularly involving cyber bullying. Where a pupil reports bullying, off the school premises, a range of steps will be taken:

- inform a member of the SLT,
- talk to pupils about how to avoid or handle bullying outside the school premises,
- inform the parents of the victims,
- inform the local police about the problem if appropriate.

Why do some children bully?

Bullies pick on their victims, as a way of making themselves feel better and perhaps more powerful. 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. Some pupils think it is fun or that it makes them popular or cool and helps them fit into a group.

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
- behaving inappropriately, intruding or being a 'nuisance'
- having Special Educational Needs or a disability

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. All staff need to be aware of possible bullying of these children.

Symptoms of bullying include:

Staff play a crucial role in identifying when bullying occurs and need to be aware of the symptoms of bullying.

The warning signs that someone is being bullied, may include:

- Not wanting to go out to play
- Deterioration in concentration
- Poor school attendance or reluctance to attend school
- Unexplained changes in behaviour, eating, sleeping (nightmares), exercising, self-care learning etc.
- Having trouble with work for no apparent reason
- Pupils who seem troubled e.g. irritable, emotional or easily upset
- Have unexplained injuries including bruises, scratches, cuts
- Pupils who are being ignored or left out
- Pupils being laughed at, teased or called names

- Pupils who present themselves at school with damaged or missing clothes, without money they should have, or with scratches or bruises
- Pupils telling you that they or their friends are being picked on
- 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. Bullying can have an impact on pupil's wellbeing and mental health. It may lead to low moods, depression, self-harming, or in the most serious cases, attempted suicide. Bullying does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

How we create an anti-bullying ethos in our schools?

Our Federation has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour.

These include, discussing, monitoring and reviewing our anti-bullying policy on a regular basis. We also consistently promote our schools' code of behaviour, which requires all pupils to respect the rights of others. We have effective recording systems, work with multi-agency teams including the police and children's services.

Curricular approaches to bullying:

We follow the spiritual, moral, social and cultural development (SMSC) curriculum, which includes relationships, respect for others and having consideration for others. We promote British Values in our schools including the value of tolerance of other faiths. Children are taught to value other people and respect their feelings, and to have the confidence to articulate any concerns. These values are reinforced during Circle Time and assemblies. Awareness of Cyber bullying is promoted through computing (online safety) lessons. KS1 and KS2 programmes of study for computing contain many opportunities for raising awareness of bullying or making anti-bullying resources.

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

The curriculum is 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 we explore issues such 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?

School Ethos:

Staff demonstrate respect and tolerance in their relationships with each other and with the children, and constantly reinforce this behaviour amongst the children. The schools recognise days such as 'Anti Bullying Day' and 'On-line Safety Day' and works with outside agencies to develop good practice and promote awareness around the school.

Teachers take part in safeguarding and online safety training, both of which include aspects of anti-bullying.

Children have weekly assemblies, where they are introduced to a theme of the week such as 'honesty' or 'doing the right thing.' Assemblies and PSHCE work develop the pupils' awareness of the issue as well as providing them with positive actions they can take if they feel they are being bullied.

Children's understanding of the policy is reinforced in class and through liaising with pupil led organisations such as the School Council. Parents' attention is drawn to the policy in the schools' newsletter, website and through themed assemblies.

Supervision of key areas within the school:

Staff monitor communal areas in the school building and playground before/after school and during play and lunch breaks. Older pupils are encouraged to help watch the younger children, model appropriate play and report any incidents to a member of staff.

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 getting worse. Others may feel embarrassed or ashamed about being bullied. Our schools employ several strategies to enable bullying to be uncovered including regular consultation with pupils:

- School-wide promotion of our Code of Conduct
- Parental surveys
- Pupil surveys
- Parental consultations
- School Council meetings
- PSHCE sessions and circle-time activities
- Participating in Anti-bullying week
- Anti-bullying assembly themes
- Pastoral support – working with the Behaviour Mentor, Learning Mentor, Pastoral Workers or Key Workers in the EYFS

Surveys, such as those from ABA, can reveal; how frequently pupils have been bullied, what ways it has happened, who the bullies are, who victims tell and what action was taken and its effect

Principles for the management of incidents:

Incidents of bullying should be managed in a positive and consistent manner. It is important that staff and other adults involved respond calmly and consistently. In particular we need to ensure that:

- A secure environment is provided in which incidents can be recorded confidentially.
- The pupil who has been bullied should be made to feel safe.
- All pupils should be shown that bullying is taken seriously.
- We need to remember that bullying indicates that all is not well for both the bullied and the bullying person and the emotional, social and developmental needs of both parties should be addressed.
- The school should support all parties while the issues are being resolved.
- The person who has done the bullying, and those who have colluded, should be encouraged and supported to behave in a more acceptable way.
- Interventions should be monitored and followed up appropriately at the individual, group and whole school level.
- If a child reports an incident of bullying then this needs to be taken seriously and acted upon within 24 hours.
- The child who reported the incident should be kept informed at each stage of the proceedings, as appropriate.

All parents need to be informed Involving parents early is essential. All staff who investigate issues of bullying must keep accurate records of incidents and the school's response to help with proceedings. These notes will be saved on the reportable incident sheets and saved in this folder. This information is monitored and an overview is reported to governors in the Head Teacher's report each term.

Procedures to deal with incidents of bullying:

Stage One	A pupil, or a parent/carer, reports bullying. A detailed statement needs to be taken from the pupil.
Stage Two	The person to whom the report was made reports it to the Behaviour Mentor or a member the Pastoral Team and an investigation will take place.
Stage Three	Then the Behaviour Mentor informs the victim of the procedure and reassures them.

Stage Four	The Investigator (such as the Behaviour Mentor, Learning Mentor, member of SLT or a Pastoral Worker) gathers information by interviewing all relevant parties separately. The investigator may need to consult pupil records and any named witnesses.
Stage Five	The investigator, in consultation with other members of staff, then considers the evidence and reaches a conclusion. The investigator then discusses the findings with all parties, including relevant staff and parents of the pupil being bullied and the pupil carrying out the bullying.
Stage Six:	<p>The school then decides upon an appropriate course of action.</p> <p>This action should include;</p> <ul style="list-style-type: none"> • reparations; the bully thinks of ways in which they can right their wrong • attendance of a social skills intervention • restorative meeting between the pupils <p>Sanctions could include:</p> <ul style="list-style-type: none"> • withdrawal of playtime and lunchtime, linking in the Behaviour Policy • withholding of participation in any school events that are not an essential part of the curriculum • fixed term exclusions <p>Whichever action is chosen it is important to continue to monitor both victim's and perpetrator's behaviour for an appropriate period of time. This should include daily and weekly check-in meetings.</p> <p>Bullying and cyber bullying are subject to school sanction just as any undesirable behaviour. The severity and frequency should be reflected in the level of sanction imposed in line with the school's behaviour policy. 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 school will follow LA guidance on exclusions.</p>
Stage Seven	Having applied the sanctions, the reason for the bullying should be investigated. Bullying may be a symptom of a wide variety of problems experienced by the bully.
Follow-up	It is essential to follow-up after an incident to check that the bullying has not started again. This will be done within 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.

Long term support:

The above is only a short-term strategy. For behaviour and attitudes to change a variety of long-term strategies need to be used. If a child is involved, as either the bullied or the bully, then it is likely that their social and emotional development is often affected. These developmental needs must be addressed if they are to successfully change behaviours, after all there are often other underlying factors. The bully may also be experiencing bullying for example. Individual and group strategies can be set up to support the needs of both the bullied and the perpetrator of bullying.

Cyber Bullying Guidance:

Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber bullying. What's more, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone.

Our Federation of schools take cyber bullying very seriously and does not tolerate bullying of any account. Assemblies and lessons are held to ensure pupils are aware of cyber bullying, what to do if they are a victim and how to prevent cyber bullying. We have additional information about 'online safety' in our Computing Policy.

Code of conduct for pupils:

- If you feel you are being bullied by email, text or online, talk to your parent, carer or teacher.
 - Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
 - Keep and save any bullying emails, text messages or images.

- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Do not reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- Do not give out your personal details online - if you're in a chatroom, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- Do not forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
- Do not ever give out passwords to your mobile or email account.
- Remember that sending abusive or threatening messages is against the law.

Safeguarding:

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, school staff should report their concerns to the safeguarding team as a matter of urgency.

Advice for parents and carers:

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should follow these actions:

Listen to their child with an open mind and try to collect all the facts – is it bullying or friendship problems, which may resolve naturally?

- Be sensitive to the child's feelings letting them speak for themselves
- Contact the school as soon as possible
- Be prepared to work with the school
- Encourage your child to talk to an adult in school if further incidents occur
- Support the school's anti-bullying policy
- Discuss the anti-bullying policy with your child

NB – parents should not attempt to sort out the problem themselves by speaking to the alleged bully or their parents or encourage their child to be 'a bully' back

Handling the Media:

Some media has turned bullying into an 'issue' which can encourage 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 Headteacher.
- Headteacher 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.

Promoting the Policy:

There are many opportunities to promote the policy: during assemblies and collective worship, during normal curriculum coverage, circle time activities, PSHCE activities, School Council meetings, Role-play or stories, participation in 'Anti-Bullying Week' and Anti-bullying SEAL unit promoted each year.

Acknowledgements:

The following documents were used in devising this policy:

- | | |
|--|-------------------|
| • Bullying (Don't Suffer in Silence) | DfEE (2005) |
| • Preventing Bullying | Kidscape |
| • Stop Bullying | Kidscape |
| • You Can Beat Bullying | Kidscape |
| • The use and effectiveness of anti bullying strategies in schools | Dept of Ed (2011) |
| • Preventing and tackling bullying | Dept of Ed (2012) |

Helplines

ChildLine: ChildLine is the UK's free, confidential helpline for children and young people. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they'll be there. Call 0800 1111. They have a designated page for bullying issues that includes a new video about building up your confidence after bullying.

Direct Gov: Information for young people on cyberbullying, bullying on social networks, Internet and email bullying, bullying on mobile phones, bullying at school, what to do about bullying, and information and advice for people who are bullying others and want to stop.

EACH : EACH has a freephone Helpline for children experiencing homophobic, biphobic or transphobic bullying or harassment: 0808 1000 143. It's open Monday to Friday 10am-5pm.

Victim Support: They offer support to young people affected by crime. Their Children and Young People's (CYP) Service also deals with cases of bullying; offering advice and working with professionals to ensure young people get the support they need. You can call their Supportline for free on 08 08 16 89 111.

Websites

The websites below have lots of information and advice for anyone who has experienced bullying.

The Child Exploitation and Online Protection Centre (CEOP) maintains a website for children and young people, and parents and carers about staying safe online: **Think U Know**

Childline: **information about bullying**

Kidscape: **information for young people**

www.bullying.co.uk

www.anti-bullyingalliance.org.uk

www.youngminds.org.uk

www.youngstonewall.org.uk

www.nspcc.org.uk

www.stoptextbully.com

www.beyondbullying.com

www.childnet-int.org

www.cyberbullying.org

www.chatdanger.com

Apps

Your online mental wellbeing community - free, safe and anonymous support. <https://www.kooth.com>

Reporting cyberbullying

If someone makes you feel uncomfortable or upset online, talk to an adult you can trust, such as a relative or a teacher. If you would prefer to talk to someone in confidence you can contact **Childline** (0800 1111)

If someone has acted inappropriately online towards you, or someone you know, you can report directly to the **Child Exploitation and Online Protection Centre** (CEOP). It could be sexual or threatening chat, or being asked to do something that makes you feel uncomfortable or someone asking to meet up.

Policy Review:

This policy was written: January 2021

Last updated: January 2021

Next review: January 2023

APPENDIX 1

Additional strategies for reducing bullying:

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, therefore additional ideas are below:

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

Variants include 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.

b) Circle Time

Time is set aside each week 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

c) 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 prioritized. Subsequent weekly meetings check on the progress the group.

d) Playground Pals

Pupil volunteers who are usually School Council Members across Key Stage 2 agree to help prevent bullying, racism and other forms of anti-social behaviour on the playground. They attempt to spot potential unrest, include isolates in activities and look after any children sitting on the "friendship bench".

e) 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 pupil's 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 participant 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.

Working with victims

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. Bullying is raised alongside behaviour in termly meeting between parents and members of the SLT.

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. Some parents do not recognize that their child could be a bully, therefore it is important that information collected is clear and presented to the parents.

Appendix 2

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 secretary or a class teacher. It is important that all staff know the school policy and when to refer parents to the deputy head teachers or 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. 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.

Appendix 3

Playground policy

Our Behaviour Policy and Lunchtime Policy sets out clear guidelines for managing pupil behaviour during breaks and lunchtimes. They involve all staff, including lunchtime supervisors, as well as pupils.

- Staff are encouraged to move around the play grounds, talking and playing briefly with pupils and anticipating potential difficulties. A suspected problem should be quietly and promptly investigated.
- Efficient communication between supervisors and teachers is assured through the use of the “Playground” and “Incident” book as well as regular, verbal exchange.
- Roles and responsibilities of supervisors and teachers when on duty are clearly defined in writing.
- Supervisors’ authority is acknowledged, by them operating rewards and sanctions, with the full support of teaching staff.
- Senior lunchtime supervisors oversee the work of others, ensures effective communication, acts as the main contact point with the SLT and ensure the reporting of incidents to class teachers. They monitor the “playground book” and inform teachers of anyone requiring attention. All incidents of poor behaviour are logged and monitored on the behaviour tracker.

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 range of playground equipment including footballs, range of other balls, skipping ropes, bowling, hop-scotch etc.
- rotas to restrict the number of children playing football at any time.
- games and activities painted on to the playgrounds.
- designating areas for different activities
- seating areas for conversation, calming down or observation and a “friendship bench”.
- providing alternative activities with lunchtime clubs.
- staggered dinner sittings to reduce numbers on the playground.