



Cambridge Primary Education Trust

Anti-Bullying Policy





Anti-Bullying Policy

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Section 1

Context including National and Local Policy and Legislation

The profile of bullying and anti-bullying work locally and nationally has never been higher. Evidence from national and local research indicates that bullying is widespread and consultations with children and young people (CYP) repeatedly identify bullying as a key concern for them.

Protection from bullying and the right to attend education without fear is covered by a number of national legislative drivers and non-statutory guidance (see [appendix A National Legislative and Policy Context](#)). In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils. The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

The Common Inspection Framework (2015) requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils' personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying (see [appendix B Inspecting Schools](#)).

Section 2

What is bullying?

a) Our Shared Beliefs about Bullying

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

b) A Definition of Bullying

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

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

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying:

Behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves. Cambs CFA 2016



At our schools we define bullying as:

Behaviour which is intended to physically or mentally hurt others. It is undertaken in a repeated or persistent manner by an individual or a group. The bullying behaviour may take different forms such as physical hitting or kicking, cyberbullying, exclusion or ignoring, taunting or name calling.

c) Bullying Forms and Types

Forms of Bullying

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

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or 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 nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Specific Types of Bullying

CPET schools recognise that although anyone can be bullied for almost any reason or difference, some CYP may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of CYP. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions
- home circumstances e.g. young carers or looked-after children

(See appendix C Specific Types of Bullying)

The schools recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

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

Some CYP can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.



d) Recognising Signs and Symptoms

CPET schools recognise the fact that some CYP are more vulnerable to bullying than others and are sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. CYP who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other CYP
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

Where CYP are exhibiting extreme signs of distress and changes in behaviour, the schools will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

e) Recognising reasons why CYP may bully

CPET schools recognise the fact that CYP may bully for a variety of reasons. Recognising why CYP bully supports the schools in identifying CYP who are at risk of engaging with this type of behaviour. This enables our schools to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of CYP who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some CYP may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs



Section 3 – Implementing the Anti-bullying Policy in our Schools

a) Introduction

This Anti-Bullying Policy is set within the wider context of the schools' overall aims and values. At CPET schools:

- We promote a healthy, safe and caring environment for all pupils and staff.
- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability, physical and/or learning needs, ethnicity, religion and culture.
- We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.
- We prepare our pupils to confidently meet the challenges of adult life.
- We provide sufficient information and support to enable our pupils to make safe choices in a range of situations.
- Through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively and positively.
- We help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.
- We create a wider awareness of religious, cultural and moral values and respect different ethnic groups, religious beliefs and ways of life.
- We promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.
- We teach children how to deal with difficult or unsafe situations and how to recognise the people in their trusted support networks.
- We guide children into safe practices within all aspects of life but especially with the use of technology.

Other CPET policies which support our Anti-Bullying Policy include those regarding Behaviour Management, PSHE, Equality, Inclusion, Safeguarding and Child Protection, Intimate Care, Acceptable Use of ICT.

CPET schools believe that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of our school communities and raising achievement and attendance. CPET schools have allocated specific responsibility for anti-bullying work to the Headteachers and PSHE Subject Leaders who will support the co-ordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Analysing and evaluating data to inform policy development and practice (particularly that created from the Health Related Behaviour Survey - Years 5 and 6).
- Co-ordinating anti-bullying curriculum opportunities and promoting awareness of the annual Anti-Bullying Awareness Week.
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies.
- Ensuring all children are involved in whole school events to understand and develop the schools' approaches to anti-bullying.
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

b) Policy Aims

This Policy aims to communicate our schools' approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the schools intend:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and wellbeing, life chances and achievement.
- To make clear to everyone within our whole school communities that no form of bullying is acceptable and to prevent, de-escalate and /or stop any continuation of harmful behaviour.



- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident.
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary.
- To apply reasonable and proportionate disciplinary sanctions to CYP causing the bullying.
- To support CYP who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour.
- To safeguard and offer support and comfort to CYP who have been bullied and provide longer term support, where necessary, to reduce the likelihood of negative effects on their behaviour and self-esteem.
- To address the emotional and behavioural needs of CYP who bully others to reduce the likelihood of repeated incidents of bullying.
- To identify vulnerable CYP and those critical moments and transitions when CYP may become more vulnerable to bullying, providing additional support/safeguarding when needed.
- To ensure all staff are trained and supported to enable them to model positive relationships.
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. Heads and Governors.
- To provide a curriculum framework for Personal Social and Health Education that includes learning about bullying, diversity, discrimination and personal safety.

c) Reporting Incidents of Bullying

Our schools encourage and equip the whole of our school communities to report all incidents of bullying, including CYP who have experienced being bullied and bystanders who have witnessed an incident. Our schools endeavour to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills, building social skills and anti-bullying issues.
- Designated staff in charge of Child Protection.
- Think Books (for children to note any issues or worries) which are monitored by class teachers.
- Pupil profiles which record, detail and track any bullying incidents.
- Adult counsellors or drop in facilities with access to home-school workers/mentors.
- At Histon and Impington Junior School, Blue Smile counselling for those who need extra, specific support.

The schools' incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in CYP are recorded and communicated to the whole school community via:

- The schools' prospectuses/booklets
- The schools' information boards/newsletters
- The schools' websites
- The schools' curriculum/open evenings for parents/carers.

d) Responding to Incidents of Bullying

Our schools have an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all CYP that bullying behaviour is unacceptable to the school and will not be tolerated. At our schools, all CYP are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The class teacher, Senior Leadership Team (SLT) and/or Headteachers are responsible for responding to incidents of bullying. The schools will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying the schools will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding CYP identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation



or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

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

Monitoring and recording behaviour and relationship issues

The schools follow a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the schools' overall Behaviour Management Policies. It supports the detection of bullying and allows for intervention at an early stage. This system involves the school's behaviour management logging system, using the Pupil Profile trackers for all incidents of incorrect or worrying behaviour and reporting incidents to the Head teachers and/or DPs. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

Making sure the person being bullied is safe and feels safe

When a CYP reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately either using the system above or by completing Section A of the Bullying Incident Report Form (**see Appendix D Sample Bullying Incident Report Form**) where bullying has occurred. Section A includes:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

When an incident of bullying is reported, our schools will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school, e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Note: In Cambridgeshire, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends. It enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools.

Deciding upon a response. After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

Consulting with parents/carers

See **Section E Working with parents/carers** for the school's approach to informing and involving parents/carers where CYP have been involved with or affected by bullying.

A Restorative Approach

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying focusing on their unacceptable behaviour in an emotionally intelligent way and ensures CYP causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied;



- Accept responsibility for the harm caused to others (for example staff, friends or family);
- Recognise the need to take action to begin to repair the harm caused;
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Our schools believe that all bullying is unacceptable but that many CYP who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term. Where appropriate, the schools will use 'The Support Group Method'/other restorative approaches.

In situations where the school has decided to use The Support Group Method /other restorative approaches, the school will refer to and follow the relevant guidance for record keeping for this particular strategy (**see Appendix E Responding to Incidents of Bullying: The Support Group Method**). *(With many restorative approaches, such as the Support Group Method, it is inadvisable to interrogate and gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour).*

Use of Sanctions

In certain cases of bullying, the school will consider the use of sanctions, e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sections A, B and C of the Bullying Incident Report Form maybe completed if this form is being used (**see Appendix D Sample Bullying Incident Report Form**). This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Management Policy, taking account of any special educational needs or disabilities that CYP may have and taking into consideration the needs of vulnerable CYP. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the CYP's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable;
- Deter him/her from repeating that behaviour;
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold CYP to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the CYP to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour Management Policy and follow the system for sanctions, which includes:

- Involving CYP in developing appropriate 'fair punishments' for those who have been involved in bullying
- Removing/ separating CYP from other individuals or groups of CYP
- Removing/excluding CYP from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Communications with parents and sanctions developed in collaboration
- Use of time out at lunchtimes
- In severe cases, use of in school exclusion.



In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some CYP who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

Communicating with the whole school community

The schools will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers (see section E Working With Parents/Carers). The timing of this communication will depend on the agreed responsive approach.

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. At our schools, the class teachers, SLT and/or Headteachers are responsible for monitoring and following up incidents of bullying. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. Our schools do not assume that a situation requires no further attention simply because a CYP has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

Responding to incidents of cyberbullying

The schools will follow the above procedures alongside the school's E-Safety guidance which outlines how to respond to different forms of cyberbullying and the safe and responsible use of technology.

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

CPET recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which CYP socialise in school and in the wider community. Our schools believe that bullying is unacceptable wherever and whenever it happens.

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

The school encourages CYP to seek help and to tell us about incidents of bullying that happen outside the school so that the school can take some or all of the following actions:

- Raise awareness among the whole school community of possible risks within the community, e.g. trouble spots/ gangs as any issues arise.
- Alert colleagues in other schools whose pupils are bullying off the school premises.
- Make contact with local police officers and representatives from the Youth Service, Locality Teams and other organisations (including sports clubs and voluntary organisations).
- Map safe routes to school in the event of a CYP being bullied on their journey to school.
- Offer CYP and parents/carers strategies to manage bullying off the school premises including e-safety information evenings giving guidance on how to keep safe on the internet and when using technology.

e) Working with Parents /Carers

Where the school has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be informed. Parents/carers will be contacted via a phone call and may be invited to the school to discuss their child's situation. The school will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school. This maybe on the Bullying Incident Report Form or in another appropriate format for the situation. **(see Appendix D Sample Bullying Incident Report Form)**. The school will work alongside those



parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as SLT and Headteachers will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher/member of staff. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The outcome of the meeting and agreed actions/responses will be recorded by the school. The school adopts a problem solving approach with parents/carers, e.g. *'It seems your son/daughter and (other child) have not been getting on very well'* rather than *'your son/daughter has been bullying...'* While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in CYP and how to approach the school to register concerns/incidents and seek support is available via the:

- The schools' prospectuses/booklets
- The schools' information boards/newsletters
- The schools' websites
- The schools' curriculum/open evenings for parents/carers.

d) Responding f) Following Up / Supporting and Monitoring

After following the schools' procedures for responding to an incident of bullying (see section **Responding to Incidents of Bullying**), our schools will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that CYP feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the schools' strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from CYP and involve CYP helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- Providing opportunities for class discussion time where CYP can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for CYP to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services, Race Equality and Diversity Services.
- Providing opportunities for CYP who have been bullied or are bullying to attend social skills groups to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.



- Providing support groups such as Friendship Groups/ Friendship Squad where CYP can attend to discuss their friendship problems and receive support and advice from peers, some of whom may have experienced similar distress and friendship problems.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals.

g) Prevention

Our schools believe that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the schools' responsive strategies for dealing with incidents of bullying, the schools adopt, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at Trust, school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos.
- Adopting positive behaviour management strategies as part of the school's Behaviour Management Policy.
- Implementing a whole school approach to the teaching of PSHE.
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme.
- Ensuring that the school's anti-bullying statement or charter is actively promoted in assemblies and other formal occasions, as well as promoted around the school.
- Providing opportunities to celebrate effective anti-bullying work.
- Providing training on behaviour management and anti-bullying for all relevant staff including teaching assistants (TAs).
- Providing opportunities for discussion, enabling CYP to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying.
- Providing peer support systems such as playground buddies/Friendship Benches and Friendship Squad.
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns.
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports CYP's emotional wellbeing.
- Providing confidential communication systems such as Think Books and counselling services, and working with CYP to identify key individuals with whom they can confide.
- Providing publicity for CYP and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help.
- Providing social skills groups for vulnerable individuals and groups.
- Providing Friendship Clubs and other peer support networks.
- Providing cross year group house systems to allow CYP from different age groups to socialise and support each other.
- Providing a transition programme to support CYP moving across year groups and key stages.
- Providing information on support agencies such as ChildLine, Kidscape and Beatbullying including telephone numbers for help lines and addresses for supportive websites.
- Liaising with members of the community, e.g. transport service providers, and engaging in community initiatives and safer school partnerships.
- Working in partnership with other schools/local authority services on anti-bullying initiatives.

h) Delivering the Curriculum for Positive Relationships and Anti-Bullying in our schools

CPET schools acknowledge the role of the PSHE curriculum in preventative work on bullying. The PSHE curriculum supports the development of CYP's self-esteem and their emotional resilience and ability to empathise



with others. The curriculum provides opportunities for CYP to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for CYP to learn about bullying in relation to the wider context of diversity and inclusion.

- Our schools adopt the Primary Cambridgeshire Personal Development Programme for PSHE in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles.
- Our schools recognise and participate in the national Anti-Bullying week, which provides an annual focused week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE curriculum is taught through:

- Designated lesson times/, focused events and as part of national Anti-Bullying Awareness Week.
- Other curriculum areas such as Religious Education, English and History.
- Exploration of high quality texts which raise the issues involved.
- Enrichment activities such as visits from drama groups and/or outside agencies.

See CPET's PSHE and SMSC (Social, Moral, Cultural and Spiritual) policy for further detailed information on curriculum planning, teaching methodologies and teaching resources.

i) Children and Young People's Consultation and Participation

Our schools consider listening to the voices of CYP and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The schools regularly audit the way in which bullying is being addressed which includes, listening to CYP and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. CYP are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in all our schools. CYP actively participate in:

- Identifying when and where the bullying happens
- Identifying new forms of bullying e.g. types of cyberbullying
- Making decisions about how to address and tackle bullying
- Reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination
- Learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

Our schools adopt a number of democratic methods/systems for promoting pupil consultation including:

- School councils working to share the views and opinions of all the children in our schools.
- Focus groups and face to face discussions with small groups of CYP.
- Active learning and interactive learning techniques included in PSHE such as mind mapping sessions, role play, puppets, group work and creative arts.
- Surveys such as the Health and Behaviour Related Survey, carried out by Years 5 and 6 annually.
- Listening systems such as suggestion boxes.
- Individual communication systems such as Think Books and use of support networks.

j) Whole Staff Awareness and Training Opportunities

Our schools endeavour to ensure that teachers and other adults working with CYP are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in CYP and how to identify vulnerable CYP who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also



provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The schools' approaches to anti-bullying work are included within induction programmes for new staff (including temporary and supply staff). The views of staff are sought as part of the schools' review and evaluation of the Anti-Bullying Policy and used to inform developments and enhance the schools' anti-bullying ethos and practices.

k) Involving Outside Agencies

CPET schools seek the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support CYP are equipped with the skills and knowledge to address bullying effectively.

l) Monitoring and Evaluating the Anti-Bullying Policy

The schools' Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the schools' definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is coordinated by the PSHE Subject Leaders, SLT and the Headteachers and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the schools' practices are effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

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

- Surveys and questionnaires
- Focus groups and interviews
- Whole school audit tools.

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

- Records of peer support initiatives or playground projects
- Parental complaints to the school or local authority regarding bullying
- Records of the Educational Welfare Service identifying where bullying is a factor in non-attendance
- Exclusion data relating to bullying
- Risk assessment for CYP who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment
- Outcomes achieved as part of the school's work on promoting children's wellbeing
- Information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.

The policy is reviewed annually.

Review date: April 2017



Section 4 – Appendices

Appendix A - Bullying: National Legislative and Policy Context

The Schools Standards & Frameworks Act (1998) sets out the expectation that all schools are required by law to have an Anti-Bullying Policy. Children and young people should be involved in both the development and the monitoring of the Anti-Bullying Policy by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of United Nations Convention on the Rights of the Child 1989).

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children and young people. Guidance that shows how this duty applies, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children and young people safe (DfES 2004). More recently a new section has been added to this act, which introduces a duty on schools' governing bodies to promote community cohesion.

The Education (Independent School Standards) Regulations (2014) imposes a statutory duty on Academies/Free Schools to ensure that an effective anti-bullying strategy/policy is drawn up and implemented.

The Education Act (2011) provides schools with legal powers to search for and confiscate items that may have been used to bully or intimidate including electronic devices.

The Education and Inspections Act (2006) imposes a statutory duty on governing bodies to promote wellbeing in the context of 'Every Child Matters' and the Children Act (2004). The act also creates a clear, statutory power for members of school staff to impose disciplinary powers for inappropriate behaviour of pupils; enables head teachers as far as is reasonable, to regulate and take action on behaviour that occurs outside the school premises and when a member of staff is not in charge of the students. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside the local shops or in a town or village centre.

Criminal Law Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communication- could be a criminal offence, for example under the **Protection from Harassment Act (1997)**, the **Malicious Communication Act (1988)**, the **Communications Act (2003)** and the **Public Order Act (1986)**. If school staff feel that an offence has been committed they should seek assistance from the police. For example, under the Malicious Communication Act (1988), it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.

The Crime and Disorder Act 1998 and The Anti Social Behaviour Act (2003) state that schools, youth clubs and other educational settings should liaise with their local police officers where acts of bullying become criminal e.g. harassment, assault, wounding and causing grievous bodily harm with intent, or the carrying of weapons.

Equality Act (2010) brings together a raft of discrimination acts, regulations and codes of practice into one single act. It covers a number of protected characteristics. Those relevant for schools provision are: disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Schools and colleges must:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between people who share a protected characteristic and those who do not share it
- Foster good relations between people who share a protected characteristic and those who do not share it.

This act is vital for the prevention of prejudice-related bullying in schools.

The Children Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

Be Healthy

Enjoy and Achieve

Achieve Economic Wellbeing

Stay Safe

Make a Positive Contribution



Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – ‘Stay Safe’ and ‘Make a Positive Contribution’. Schools and local authorities will be held responsible for ensuring that children and young people in their care achieve these outcomes.

The Common Inspection Framework (2015) requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils’ personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying.

The Children and Families Act (2014) requires a Local Authority to produce a Local Offer that demonstrates the arrangements schools in their local area have in place for *"supporting the emotional mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying)"* - SEN Code of Practice June 2014

The Human Rights Act (2000) is based on the European Convention on Human Rights. The act contains two articles, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3: ‘No one shall be subjected to torture or to inhuman or degrading treatment or punishment’.

Article 6: ‘Everyone has the right to respect for his private and family life, his home and his correspondence’.

In order for a claim to be brought under the Human Rights Act, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

The United Nations Convention on the Rights of the Child (1991) contains the following articles relating to bullying:

Article 2: ‘All the rights must be available to all children whatever their race, religion, language or ability’.

Article 3: ‘A child’s best interests should always be the main consideration’.

Article 12: ‘Children’s opinions should always be taken into account in matters that concern them’.

Article 19: ‘Children have a right to be protected from being hurt or badly treated’.

Article 37a: ‘No child should be subjected to torture or other cruel, inhuman or degrading treatment or punishment’.

Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is a relevant international legal instrument that is legally binding; hence it can be enforced in UK courts.



This policy reflects recommendations and is consistent with the following national guidance:

DfE (2016) Behaviour and Discipline in Schools: Advice for headteachers and school staff.

DfE (2016) Behaviour and Discipline in Schools: Guidance for governing bodies.

DfE (2016) Associated guidance for: The Use of Reasonable Force; Screening, Searching and Confiscation.

DfE (2016) Keeping children safe in education. Statutory guidance stating that all school and college members of staff should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. This includes emotional abuse which may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger.

DfE (2015) Working Together to Safeguard Children. Guidance stating that professionals should be alert to the potential need for early help for a child who is showing signs of engaging in anti-social or criminal behaviour or is showing early signs of abuse and neglect.

DfE (2014) Preventing and Tackling Bullying.

It also reflects former national programmes and guidance including:

DCSF (2007) Guidance on the Duty to Promote Community Cohesion

DCSF (2007- 2010) Safe to Learn: Embedding Anti-Bullying Work in Schools:

- Cyberbullying
- Bullying involving Children with Special Educational Needs and Disabilities
- Homophobic Bullying
- Bullying around Racism, Religion and Culture
- Preventing and responding to Sexist, Sexual and Transphobic Bullying.

DH/DfES (2006) National Healthy Schools Programme

DfES (2005) Primary National Strategy: Behaviour and Attendance

DfES (2005) Secondary National Strategy: Behaviour and Attendance

DfES (2005) Excellence and Enjoyment: Primary and Secondary Social and Emotional Aspects of Learning.

Appendix B - Inspecting Schools

Common Inspection Framework

The Common Inspection Framework requires Ofsted to make a judgement on the effectiveness of leadership and management and pupils' personal development, behaviour and welfare. Under these two criteria inspections will evaluate the effectiveness of measures established by schools to address all forms and types of bullying. At the start of an inspection, inspectors will request records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents.



Appendix C - Bullying Forms and Types

Forms of Bullying

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

Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or 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 nasty stories told about them; being left out, ignored or excluded from groups.

Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

Types of Bullying

The term 'prejudice-related' bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities

The above are defined by the Equality Act 2010 as 'protected characteristics' and children and young people can have or be perceived to have more than one 'protected characteristic' and as a result may be bullied because of a number of prejudices.

Schools are advised to log all incidents of racist, sexist, homophobic, biphobic, transphobic (HBT), faith- and disability-related bullying and report them on a regular basis (termly) on the PRIDE website:

<https://pride.learntogether.org.uk/>

This enables the local authority to monitor the occurrence of incidents and identify underlying trends in prejudice-related 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 prejudice-related must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: ". any incident which is perceived to be prejudice-related [racist] by the victim or any other person."

In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

Bullying related to ethnic, cultural and religious backgrounds

Racist or faith-based bullying is bullying based on a person's ethnic background, colour, religion or cultural 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 the rise in this type of 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 Gypsy, Roma and Traveller (GRT) 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. Racist



and cultural dimensions in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Bullying related to gender

Sexist and sexual bullying affects all genders. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Gender stereotyping can also have a negative impact on children and young people in that it can limit their aspirations and can make them feel they should not or cannot do certain things, e.g. 'boys don't do ballet' or 'girls can't play football'. 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.

Bullying related to gender identity

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (i.e. who identify as non-binary), those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender can also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying.

Bullying related to sexual identity or orientation

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic and biphobic 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 and biphobic 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; biphobic abuse such as 'don't be greedy' or 'make your mind up'; 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 behavior
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Bullying related to special educational needs and disabilities (SEND)

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 those which 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 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.



Appendix D - A Sample Bullying Incident Report Form

Logging information

SECTION A: ALLEGED BULLYING INCIDENT			
Target			
Name(s):	Age:	Year group:	Class:
Ethnicity:	Gender: M / F	SEN Stage:	
Home language:	Looked-after child: Y / N	Young Carer: Y / N	
Member of staff to whom the incident was reported:			
Date of incident:			
Time of incident:			
Location of incident:			
Target's Account / Concern of parents/carers:			
Alleged perpetrator(s):			
Name(s):	Age:	Year group:	Class:
Nature of incident including details of any injury or damage to property, etc:			
Circle any elements that apply:			
Form: Physical Verbal Indirect Cyberbullying			
Type: Bullying related to			
Ethnicity/culture and religious background	Gender identity	Special educational needs and disabilities	Appearance or health conditions
Gender	Sexual identity	Being gifted or talented	Home circumstances e.g. young carers or looked-after children



Parents/carers of alleged target(s) informed:

Date:

Time:

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident

Name(s):

Age:

Year group:

Class:

Bystanders'/ witnesses' accounts of the incident

Name(s):

Age:

Year group:

Class:

Parents/carers of alleged perpetrators informed:

Date:

Time:

SECTION C: ACTION TAKEN

Details of immediate action taken:

Monitoring of action taken and details of follow up and longer term action taken:

Prejudice related incidents including bullying

Note: In Cambridgeshire, schools submit termly reports of prejudice- related incidents including bullying electronically on the PRIDE website pride.learnstogether.org.uk/ Schools can access their ID number for the website by contacting the Cambridgeshire Race Equality and Diversity Service Tel: 01223 703882 Email creds@cambridgeshire.gov.uk



Appendix E - Responding to Incidents of Bullying – The Support Group Method

This appendix outlines the restorative processes and approaches the school will take when responding to incidents of bullying. This appendix includes an outline of *The Support Group Method*.

The Support Group Method – Introduction

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.

For further information, see [5A The Support Group Method](#) and [5B Recording Sheets for the Support Group Method](#)

The Support Group Method – A Seven Step Structure

Step one – talk with and listen to the target

Aims of this step:

- To understand the pain experienced by the target
- To explain the method and gain permission to proceed
- To discuss who will make up The Support Group
- To agree what will be recounted to the group.

Step two – convene a meeting with the people involved

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

Step three – explain the problem

The facilitator starts by telling the group that s/he is worried about the target who is having a very hard time at the moment. By asking the group to listen to his/her own worries, the facilitator can divert some suspicion or irritation which might be directed towards the target.

The facilitator recounts the story of the target's unhappiness and may use a piece of writing or a drawing to emphasise the target's 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 by stating explicitly that:

- no-one is in trouble or going to be punished.
- it is the facilitator's responsibility to help the target to be happy and safe but they cannot do it without the help of the group.
- 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 the target's distress and relieved that they are not in trouble.

Each member of the group is then encouraged to suggest a way in which the target could be helped to feel happier.

Ideas are owned by the group members and not imposed by the facilitator. The facilitator makes positive responses and 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. S/he thanks them, 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 facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.