



Guidelines for preventing and responding to bullying

Our school mission statement is:

to walk hand in hand with God,
loving him,
loving each other
and loving ourselves,
doing our best with the gifts he gave us
to make the world a better place.

This mission is woven into all we do, including in the way we approach the prevention of bullying and the way we respond to bullying when it does occur.

The aim of these guidelines is to ensure that all adults and children in our school community understand what bullying is, how we can prevent it, and know the procedures to be followed if bullying is reported.

As a school we welcome families from a wide range of social, cultural and racial backgrounds, those who follow the Catholic faith, other Christians and followers of other religions, and those with no faith. All of our community are created by God and we are called by him to love others as we love ourselves. Our anti-bullying guidelines are one of the ways we show that love to others.

Contents	page
What is bullying?	3
What kind of behaviour is and isn't bullying?	3
What does the law say about schools and bullying?	4
What about bullying outside of school – what should the school do?	4
How do we as a school prevent bullying happening?	4-5
What prejudices do people who bully often hold?	6
Why do people bully?	6
Where does bullying happen?	6
Who is involved in bullying?	6
Guidelines for parents: How would I know if my child is being bullied? What should I do if I think my child is being bullied? Dos and Don'ts in working with your child and the school to deal with a bullying episode: What approaches will the school take to tackle the bullying? When are sanctions used? What will the school do if it is racist bullying? What about other agencies? What about confidentiality?	7-10
What are the approaches used in school?	11
Tell someone	11
Using I statements - a mediated conversation	11-12
Support Group method	12-13
Method of shared concern	14
Mediation	15
Resiliency development	16
Guidance for support staff in responding to reported bullying:	17
Guidance for class teachers in responding to reported bullying.	17-18
Guidance for senior leaders in investigating and reporting bullying incidences which are beyond the expectation of the class teacher's role.	19
How do governors monitor the effectiveness of the guidelines?	20
Bullying concern log - proforma	21
What can children do to support other children who are being bullied? How do I tell if someone is being bullied? What should I do to help someone being bullied?	22
What do we do about bullying in the workplace?	23-24
References	24

What is bullying?

Bullying is behaviour by an individual or group that happens repeatedly over an extended period of time that intentionally hurts another person either physically or emotionally.

Bullying is intentional behaviour and involves an imbalance of power between the bully and the person being bullied, with an intention to gain power over another person. Bullying is not a one off incident, however unpleasant. Bullying happens persistently. Bullying is never a normal part of growing up, character building or something that only happens to children. Whatever form it takes, and wherever it occurs, bullying is always wrong, but it can happen to anyone at any time. The chart below is displayed in classrooms so the whole school community can refer to it.

What kind of behaviour is and isn't bullying?

What is bullying? These incidents would be dealt with following these guidelines (these are examples, not an exhaustive list)	What is <i>not</i> bullying? These incidents would be dealt with following the Policy for Recognising Effort and Rewarding Good Behaviour
Any of the following behaviours are bullying if the actions are repeated and done with the intention of gaining power.	Any of the following aggressive behaviours are not bullying if the action occurs once (i.e. no pattern) or are done with no intention of gaining power; however acts of aggression are never acceptable and children would be disciplined following our Policy for Recognising Effort and Rewarding Good Behaviour.
Physical actions, such as: bumping into someone fighting hitting, pushing, shoving, tripping gestures, taking belongings, unwanted physical contact, (Including that of a sexual nature).	Physical behaviours, such as: accidentally bumping into someone making others play a certain way any of the actions listed to the left if they only occur once.
Verbal behaviours, such as: name calling, sarcasm humiliation, threats sexual, homophobic or racist remarks	Verbal behaviours, such as: a statement of dislike towards something that someone else likes single act of telling a joke about someone arguments or disagreements between two people or groups (the pattern is not to gain power) single expression of unpleasant thoughts or feelings towards others
Indirect (nonverbal), such as: being deliberately excluded or ignored, starting or spreading rumours staring or glaring at someone 'pretending to whisper' while looking at someone	Indirect, such as: choosing not to play with someone choosing to play with different friends from time to time changing friendship groups
Cyberbullying: This is bullying using any form of technology. This can include sending unwanted abusing, incessant or threatening text messages, phone calls, emails and video clips or use of the internet to degrade or humiliate.	Removing someone from a friends list (de-friending someone) or not responding to calls or texts is not bullying behaviour.

What does the law say about schools and bullying?

Schools must have measures to encourage good behaviour and prevent all forms of bullying (Education and Inspections Act, 2006, Section 89). Our Policy for Recognising Effort and Rewarding Good Behaviour is this policy and can be viewed on the school website. As a public body, we must eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act (2010). Under the Children's Act 1989, if a bullying incident occurs and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, then the issue should be addressed as a child protection concern and be reported to the local authority. Some types of harassment or threatening behaviour or communications could be criminal offences, and if a school's staff feels that an offence may have been committed they should seek advice from the police. For example, under the malicious Communications 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, information which is false and known or believed to be false by the sender.

What about bullying outside of school – what should the school do?

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Where bullying outside school is reported to school staff it should be investigated and acted upon, including contacting the police if the headteacher considers there might have been a criminal offence committed. In all cases, the school staff can only discipline the pupil on school premises or elsewhere if the pupil is under the lawful control of the teacher (e.g. on a school visit).

All types of cyber bullying will be dealt with in the same way as direct bullying. Where cyberbullying is of a form that cannot be dealt with under the school's behaviour policy and disciplinary procedures the school will involve external authorities including the local authority and the police.

How do we as a school prevent bullying happening?

The preventative work carried out through the school curriculum is intended to educate our children to take their place in our broad and rich, culturally diverse community. The curriculum for each year group is available termly on the school website. Parents have an important part to play in communicating the inclusive culture of the Catholic community and in modelling to their children the message of the Gospels. We expect, therefore, that all adults in our community will challenge prejudice and educate our children to stand up against it in all its forms.

Children follow a Personal Development curriculum appropriate to their age and learn about all the types of bullying they might encounter. Cyber bullying is covered in every year group, and other types of bullying on a cycle over the KS1 and KS2 curriculums. This curriculum is preventative, by educating the children in how to build strong friendships, empathy and emotional resilience. The role of the family and faith community in building resilience in children is significant and there is an expectation that all of our community will work together to develop children who can bounce back from setbacks and know how to be a good friend.

Activities carried out in the course of each academic year to raise awareness and prevent bullying:

Termly anti bullying whole school assemblies.	Annual participation by whole school in national anti-bullying week, held in November.
Participation in the annual Hampshire Anti Bullying competition by selected year groups.	Stocking in the library of fiction and non-fiction titles which deal with bullying, including books for parents.
Employment of an ELSA who works with individuals and small groups to develop emotional literacy, open access at break times and lunchtimes to the Pumpkin room for children who want to 'Talk it through with Mrs Siou'.	Repeated messages to children through assemblies that class teachers and senior members of staff have an 'open door policy' for any child to talk about any concerns they have, inside or out of school.
The training of peer mentors and playground buddies who are available during play times and lunch times on a rota basis.	Employment of a Child and Family Support Worker to support parents who may be dealing with their child being bullied, or being a bully, or who may be subject to bullying themselves
Adequate ratios of supervision maintained at playtime and during lessons, staff e.g. on duty to be vigilant, trained and supervise all areas, including toilets and access areas.	Worry boxes in every classroom so children can write down their concerns and share them with their teacher.
Anti-bullying competitions and initiatives run by the ABC (Anti bullying campaigners in Year 5/6).	Anti-bullying strategy is led by a member of the Senior Leadership team.
Class worship time to share worries and pray for one another.	Governors have anti bullying policy on their agenda to be reviewed every three years, Headteacher report to governor includes reports of racist bullying, violent incidents and any exclusions made.
Adult modelling of assertiveness rather than aggression to deal with conflicts	Circle times, used regularly and also reactively to enable children to find a shared solution to problems.
Guidelines for preventing and responding to bullying on school website for parents and children.	Links to support for families to deal with bullying on school website.
School council have anti bullying on their agenda termly, to review policy, introduce new initiatives, run competitions, monitor bullying through questionnaires etc.	Anti-bullying, friendship promotion and Child line posters around the school.
Cyber bullying covered in ICT curriculum in every academic year	Different types of prejudice that may lead to bullying covered in the curriculum over the course of the time in school.

What prejudices do people who bully often hold?

Prejudice based on:	Features of this type of bullying
Gender	Bullying someone because they are a boy or a girl. Use of gender specific terms in a derogatory way should not be tolerated and should always be challenged 'e.g. 'cry like a girl'.
Homophobia	Bullying someone because of their sexuality, real or imagined, or that of a member of their family. Using the word 'gay' or other derogatory remarks as a putdown or criticism is not to be tolerated and should be challenged.
Religious or racial hatred	Bullying someone because of their religious faith, race, language or membership of a group in society, e.g. religious hatred or phobia, bullying of Gypsy Roma and Traveller people.
Disability, SEN physical appearance	Bullying someone because they have a disability, a particular physical appearance or a special educational need (SEN).
Family background	Bullying someone because of the make up of their family, e.g. a child who is looked after (fostered) or adopted, or who is in a single parent family or who lives with their grandparents, for example, also includes bullying someone because of the economic situation of their family.

Why do people bully?

People may bully others due to fear, ignorance, prejudice, to gain power, due to a lack of empathy, to get what they want, to avoid being bullied themselves, due to jealousy, to cover up their feelings, or due to inadequate parenting. It is important to remember that the bully may need help to deal with their own feelings of inadequacy and delivering support to the person who is bullying is an important part of a school's response.

Where does bullying happen?

Bullying happens in schools, clubs, the workplace, the community, on the bus and via the internet, emails, chat rooms, websites, social media, and texts.

Who is involved in bullying?

Those who are bullying others	Those who are being bullied
Those who actively collude with the person who is bullying	Those who passively observe (bystanders)
Those who could help – adults and children	

Bullying can take place: adult to adult, child to child, adult to child or child to adult. Whatever the age of the bully or person being bullied, it is wrong and needs to be stopped.

Guidelines for parents:

How would I know if my child is being bullied?

Sometimes a child will talk to you directly, or tell a friend or sibling about bullying; quite often children are frightened and keep bullying to themselves. The following signs may give an indication that a child is being bullied:

poor school attendance	lateness	refusal to walk to school
feeling ill in the mornings	deterioration in concentration	deterioration in school work
withdrawal from socialising	refusing to socialise	anxious
loss of confidence	afraid to use internet or mobile	jumpy when get text message
avoidance of certain activity	change of routine	moodiness
harsh self-criticism	personality change	depression
suicidal thoughts	running away	sleeping difficulties
bedwetting	head or stomach aches	hungry or lack of appetite
aggressive behaviour or language	angry	not wearing glasses or certain clothing
lost possessions or money	torn clothes	disruptive behaviour

These signs may indicate bullying, but there may be other reasons for changes in behaviours, e.g.:

Could there be other issues bothering your child?

Have there been changes to their family or other upsetting incidents?

Are they nearing a transition point, eg changing school in Year 6, or is a family change soon to occur?

Opening up communication in a non-judgemental way is important, whatever the reason.

Sometimes the first you would hear of your child reporting bullying is when someone from school contacts you. Children can often want to protect their parents from worry and avoid telling you of what is going on. This is quite normal behaviour and the important thing is to listen and be supportive in stopping the bullying, rather than berating yourself for not noticing a problem.

What should I do if I think my child is being bullied?

Time to talk:	Give your child time to talk about their feelings, even if their feelings are different from your own. Talking about the situation and feeling listened to can lessen many of your child's worries.
Keep a record:	Make a note of what your child tells you, recording what happened, when and who was involved. Give your child a say in how they would like the situation to be dealt with, but be clear it is important the bullying stops and that the school will need to be involved. If the bullying is cyberbullying, keep screen shots or save records of text conversations etc. as this may be needed as evidence if the bullying is referred to the police as a suspected criminal offence.
Report it to the teacher:	Report the situation to a member of school staff as soon as possible. Your child's class teacher is generally the best first person to report a concern to, as they know the children best and can quickly act. If you need to make an appointment to speak to them, please do so via the office or a telephone call. It is important to tell the staff who deal with your enquiry that the reason for the meeting is to deal with the reported bullying, and to give as much detail as you can, so staff can investigate. The person you meet with to discuss the reported bullying should be the named person to whom you should direct all further requests or discussions, to ensure your child gets the best possible treatment. This will in most cases be a class teacher but may be a year group leader or member of the senior leadership team. The class teacher will keep a member of the senior leadership team aware of the report and investigation via a bullying concern log and conversation.
Parents and school work in partnership	Everyone wants your child to be happy and learning. You should ask to be kept informed of any investigations or outcomes. If the bullying continues, contact the Headteacher to arrange a further meeting with them or a senior member of staff to share your concerns and work together to stop the bullying. If after speaking to the Headteacher or other senior member of staff you still feel that the school has not acted appropriately to address bullying you should make an official complaint, following the procedure in the complaints policy, available on the school website.
Praise and encourage your child	Activities that are challenging and enjoyable can have a positive effect on a child's self-esteem and can further increase their resilience. These positive benefits may help your child feel confident enough to deal effectively with any bullying they may encounter. Increased confidence in children who have been bullied in the past dissuades others from bullying them in the future.

Dos and Don'ts in working with your child and the school to deal with a bullying episode:

Do	Don't
Encourage your child to maintain friendships and do what you can to build these.	Confront other children or parents yourself.
Encourage your child to attend school regularly and keep in regular contact with the named person.	Keep your child out of school – this nearly always makes the situation worse for your child, and means they can not access the specialist help available in school (e.g. ELSA)
Try to stay positive and do not give up, spend time with your child, praise and encourage them and give them opportunities to do things to build their self-esteem (e.g. make something together, climb a tree, do something that makes them feel brave).	Take your frustration out on school staff by aggressive or bullying behaviour towards them; as an employer the governors have a duty of care to staff and will challenge bullying or aggressive behaviour towards employees.
Try to be patient and work in partnership – the nature of bullying is such that it can be difficult to change the perpetrator's behaviour straight away. It may be that a team of staff are working hard in school to support your child and deal with the bully's behaviour, but this might not be visible to you, or your child.	Encourage your child to 'hit them back'. Retaliation can sometimes make the problem worse and can lead to your child becoming a bully or getting into trouble. Physical violence will always be challenged.
Recognise that school staff have a duty of confidentiality to other children and will not discuss the behaviour of other children with you, just as you would not want them to discuss your child with another parent.	Gossip or spread rumours, verbally or electronically, about other children or families. This will not help to stop the bullying and may put other parents in an awkward position, and could put you in the position of being guilty yourself of bullying behaviour, possibly of a criminal nature.
Model the gospel values of empathy and forgiveness to your child	Criticise the bullying child or family members to your child, e.g. finding faults in the bully as a person, or in their family background etc.

What approaches will the school take to tackle the bullying?

The overriding objective in dealing with incidents of bullying is to stop the bullying. Evidence from research studies shows that a restorative approach has more effect in stopping bullying and preventing reoccurrence than a punitive, punishment led approach.

In schools where there is a whole school commitment to an anti-bullying ethos, involvement of parents and modelling and building of assertive behaviour there is less bullying. We therefore follow the models and guidelines set out by Hampshire County Council Educational Psychologists.

When are sanctions used?

The Policy for Recognising Effort and Rewarding Good Behaviour clearly sets out the expectations of children and the sanctions they will receive if they do not follow the behaviour expectations. Children who are violent or otherwise aggressive may also be excluded from lessons, from break times or from school for a fixed period, or permanently. If the bullying is suspected of being a criminal offence then the police will be contacted. Short term and immediate sanctions are highly effective with younger children in changing their behaviour.

What will the school do if it is racist bullying?

Racist bullying is unacceptable and against the law. Children are taught to just reply 'that is against the law' if they hear comments they suspect of being racist, and to report them immediately to an adult. Racist bullying must be reported to the local authority, and parents would be informed and invited to a meeting with a senior member of staff to develop a shared strategy for ensuring their child does not continue to hold or share racist views. Please note that a single incident of a child noticing differences is not racist bullying, and young children naturally notice the differences between themselves and their friends. E.g. a child remarking on the colour of a child's skin being different to their own is not racist bullying. If the child uses this as a repeated reason for leaving someone out and /or it is accompanied by abusive racist language then it would be logged as a racist bullying incident and action taken as above.

What about other agencies?

We work very closely with other agencies, e.g. the Educational Psychologist Service, Hampshire Behaviour Team, and Social Services Family Team, other schools, to ensure that any underlying issues that are leading to bullying behaviours are being tackled. This may include working with parents and children, in and out of school. Parents are actively involved in these processes by being invited to attend meetings with other professionals who may be working with their child.

What about confidentiality?

If a parent reports that their child is being bullied, it is their child who will be the focus of all conversations with school staff. It is not appropriate to report to other parents about the behaviour of or interventions for the child who is alleged to have bullied. They and their family are entitled to the same confidentiality as the child who has reported the bullying and all members of the school community uphold and respect that confidentiality. Details about the reported bullying will be shared with the members of staff who need to be aware so they can closely monitor the interactions between the children in question. Parents also must respect the confidentiality of the children involved.

What are the approaches used in school?

Tell someone

The first and most important message for children who are targeted by bullies is to tell – a parent, friend or teacher or other support staff member.

Using I statements - a mediated conversation

This approach teaches children and adults to be assertive rather than aggressive or passive, to own their feelings and to compromise to resolve a conflict. This approach will be used when a one off incident occurs. Children who are in conflict are brought together and the adult mediates the conversation using these prompts:

I feel	identify a feeling (<i>upset, sad, disappointed</i>)
when	describe the situation in detail & avoid using 'you' (<i>I get left out of games</i>)
because	explain feelings to get their sympathy (<i>I really want to play with everyone and feel lonely</i>)
I'd like/I want	Ideas of what to say here: <i>compromise, to be friends again...</i>
Would you consider/can you do this	An idea/solution/compromise to fix/improve the conflict. It must be specific & something both people would agree to. <i>Play my game every Monday with me, ask me to join in when you play football, and take turns being goalie...</i>

Social Skills Cartoon: Make an I Statement

Panel 1: Roger says, "You haven't brought my roller-blades back." Ted replies, "Oh, they're in my room." Below the panel: Roger is angry because his friend Teddy borrowed his skates and didn't bring them back. He remembers to use an I statement to tell him how he feels.

Panel 2: Roger says, "I feel really angry when you borrow something and don't remember to bring it back. I think you don't care." Ted looks thoughtful.

Panel 3: Ted says, "I'm sorry! I didn't know it was that important. I'll go right home and get them." Roger looks slightly better.

Panel 4: Roger says, "Thanks, Ted, that makes me feel better!" Ted smiles. Below the panel: Roger got his skates back and kept Ted as a friend! He's glad he used an I statement.

<http://specialed.about.com>

This approach is widely used in schools, families and workplaces to resolve conflicts. If families use it at home to solve conflicts it is more effective at school. Children who have regular exposure to this conflict resolution learn to use it to resolve their own conflicts without an adult. If both children are upset by each other then both use the 'I statements' method.

Support group method

This is an approach which uses the development of empathy and positive peer pressure to diminish and stop bullying. It would normally be carried out by the class teacher, but could also be carried out by the lead teacher in the year group, a senior member of staff (e.g. Assistant Head teacher, SENCo). The process may be repeated if the bullying has not diminished or stopped. The Support Group method is useful when there is group involvement in the bullying, when bystanders have not dared to speak up and when some positive role models/friends can be identified.

Step	Aims	Prompts
Step 1: Listen to the target of the bullying	enable the adult to understand the pain of the target explain method and gain permission to proceed discuss suitable members of the Support Group agree what will be recounted to the Support Group ask for a piece of writing or a drawing to help explain their feelings offer opportunity to talk again at any time if things are not going well	Who has been doing this to you? Who else joined in? Who else knows this is happening but did not join in? Who is a good friend? Who is a really kind or popular person in your class who would want to help?
Step 2: Convene a meeting of the people involved	Choose 6-8 people, a balance of those who have been carrying out bullying and those identified as bystanders, friends or positive role models. The target does NOT attend. Use the strengths of the Support Group members to bring about the best outcome. Hold during school time, in a comfortable room, with a friendly and welcoming atmosphere.	Hello x, thank you so much for coming to this meeting today.
Step 3: Explain the problem	State the problem and your need of help. Recount the target's story of unhappiness and use their picture/writing to emphasise their distress. Do not give details of incident Do not blame.	I have a problem and need your help. I am worried about x who is having a really hard time at the moment.
Step 4: Share responsibility	Make clear that no one is going to be punished or is in trouble State again that the group has been convened to help solve the problem	It is my responsibility to keep x happy and safe, but I can not do it without your help.
Step 5: Ask group members for their ideas	Each member is encouraged to suggest an action they could take which could help x feel better. Start with a friend or positive role model and work around the circle.	Ask group members to use I language, e.g. I could walk to school with him, rather than 'we' or 'people' could...

	<p>Come back at the end to anyone who couldn't think of anything. Thank the group members for their contributions</p>	<p>Thank you for your contribution today and for your time.</p>
<p>Step 6: Leave it up to them</p>	<p>Responsibility rests with the group No need to record the ideas, although the group members could record for themselves Tell them you will be catching up with all of them individually in one week to ask for their feedback. Exude confidence in a positive outcome.</p>	<p>I am leaving it up to you now... In one week I will have a quick chat with you to see how you think this is going... I am sure you will do what you have said you will do and it will help x feel better.</p>
<p>Step 7: Meet them again</p>	<p>About one week later, meet with each member of the Support Group individually and ask them how it has been going. Also meet with the target of the bullying and ask them for their feedback.</p>	

Method of shared concern

This is used when a group have been involved in bullying someone, or when the person being bullied unintentionally provokes the bullying behaviour. It is not blaming and is designed to build empathy and change behaviour.

Step 1: Facilitator talks with suspected perpetrators	Each child is interviewed individually, starting with the child named as the main bully by the reporting child. Explain role, share your concern for the child who appears to be being treated badly, invite them to share what they know, acknowledge their awareness that this situation is bad for the child who is going through it, ask for their suggestions in how to improve the situation, agree with them that they will implement their suggestion and progress will be reviewed.
Step 2: Talk with the child who raised concern initially	Ask child how things are at school, and express concern, sympathy and support over what has been happening. Explore their own role in the situation – can you think of any reasons why this has been happening? Explain you have met with the suspected perpetrators and they have agreed to some positive actions, ask them to look out for signs of change: Can you look out for any changes? Arrange another meeting to review progress.
Step 3: One week progress review	Re-interview all children who agreed to implement a change and ask for progress report in how that has been going.
Step 4: Preparatory meeting with the group without the concerned individual:	Compliment group on their positive actions taken to make life at school happier for x, Each member to individually share what positive action they have taken, Help formulate a plan to move forward: What would we notice if our changes were having a positive effect? Do steps need to be taken for the target individual to change their behaviour? What do we do if the target individual remains unhappy?
Step 5: Meet briefly with target pupil	Invite the target pupil to attend the final group meeting if they wish.
Step 6: Final meeting	Children are invited to share their thoughts as to how they wish to now proceed to resolve the issue. Mediation may be required where the target pupil has provoked the bullying. Come to an acceptable agreement about behaviour towards each other in future, which could be a written contract.

Mediation: peer mediation and staff mediation

Mediation can be facilitated by children or adults. Mediation might take place between children, between colleagues or between parents. It can be used between adults and children. For mediation to be effective, the mediator must remain neutral, those involved must volunteer to take part, both/all sides have an interest in resolving the issue, both/all sides accept some responsibility for their own actions, empathy is raised and a longer term solution is desired. This is helpful particularly when parties might not have seen each other's points of view.

Step 1: Both/all parties agree to mediate	All parties meet, the mediator explains that mediators do not take sides or give advice, that the group is confidential and to agree ground rules, e.g. no interrupting, no blaming or avoid use of 'you'. Parties must agree to the rules they have decided.
Step 2: Gather points of view and feelings	Person one tells their story, mediator repeats main points, person two tells their story, mediator repeats main points, Both then given an opportunity to talk about how they feel now
Step 3: Framing the issues	List the problems from both people – no need to focus on reasons or detail
Step 4: Work towards a win win solution	Come up with lots of possible solutions, mediator may also contribute suggestions, write them down, read back through them again,
Step 5: Check options	Ask both people which solution they are willing to try
Step 6: Create an agreement	Complete and sign an agreement, arrange a review meeting to see how the agreement is working

Resiliency development

If a child has been identified as the target of bullying, then the following approaches may be taken to develop their resilience. Children who are assertive and have strong friendships are the least likely to be bullied. Supporting the target of bullying to become more resilient may be done by the ELSA, the class teacher or a senior member of staff. This work could be ongoing with another method.

Learning a new skill of:	Traditional advice:	Research led effective practice to support target of bullying
Deflecting verbal attacks	Traditional advice to deflect face to face verbal attacks (e.g. name calling) is to ignore it and it will go away. This is true but takes a lot of time and a neutral response can achieve the same more quickly and can help the target to feel more empowered.	Work with the child to model and practice a script to deal with the name calling, using their own words. Approaches could be: Act unconcerned, say and? compliment yourself with the opposite, agree, but..., act bored, broken record. The aim is to de-escalate, rather than escalate the bullying. Avoid sarcasm and use humour only if very confident.
Increasing assertiveness	Traditional advice given may be: to retaliate (become an aggressor), or to ignore it and they will stop (passive). Teaching and practising assertive communication with children gives them a more effective method to stand up to bullies.	Teach and practise the use of 'I statements', give the child time to practice in role play and then try out in different contexts and report back, teach them how to walk and present themselves assertively, and practice modifying their tone of voice to sound assertive rather than aggressive or passive.
Developing friendships	Traditional advice: children sort it all out themselves, it's a natural part of growing up to be bullied by others, and telling children not to play with that child anymore will solve the problem.	Research shows that having friends is a protective factor against bullying. Teaching the elements of strong friendships and role playing being a good friend with the child will give them a safe place to learn the skills of friendship. Learning how to fall in and out of friendships is important. Empowering children to deal with their own conflicts, including by using I statements, leads to a high success rate.

Guidance for support staff in responding to reported bullying:

If a child reports bullying to you, either of themselves or others, report it to the class teacher as soon as you can. If you witness behaviour which you think might be bullying, report it to your line manager and the bullied child’s class teacher. Give names and details of what you saw/heard and when it took place. The class teacher should fill in a bullying concern log sheet with you. If you have made any notes, pass them to the class teacher too. **DO NOT** talk to the class teacher in front of the class, but ask if you can speak to them quietly outside the classroom.

Guidance for class teachers in responding to reported bullying:

Within two working days of the bullying being reported to you:

Class teacher, or if absent, other teacher in year group, or if both absent, Assistant Headteacher or SENCo, or Headteacher.

What do I do?	Who do I report it to:
<p>Interview the child who has reported they are being bullied, or the person reporting it happening, at a quiet time and place (arrange for your class to be covered if necessary, or take the child out of class/ assembly, etc.).</p> <p>Write notes.</p> <p>Ask questions to let them talk about what has been going on, e.g. can you tell me about what has been going on lately with x? How long has this been going on for? Has it happened before? Is there anyone else involved? Is there anyone who knows about it but hasn’t told? Are they treating anyone else in this way? How do you feel about this right now? What would you like to happen now?</p>	<p>Assistant Headteacher or Headteacher IF:</p> <ul style="list-style-type: none"> • there is any suggestion that the bullying may be racist • if it might also include a child protection issue (e.g. if child reports bullying by a family member) • if there is a report of physical violence • if it is cyberbullying. • If it occurred off school premises • If there is a possibility of it being an issue of staff misconduct or a whistleblowing allegation.
<p>Open a bullying concern log (available at teachers resources/antibullying) for that child and add notes as necessary, so that the record is complete enough for another member of staff to deal with it if you are absent, and for a subsequent teacher to be able to follow what occurred. This is a document which should be copied to the Headteacher for the central bullying concern logbook and kept in your class handover file after the incident has been dealt with.</p> <p>Next make a decision as to which approach/es to use: If it is the first instance of bullying being reported by/against this person, or you suspect it is not persistent enough to be defined as bullying (see What is and isn’t bullying section above) then using ‘I feel, I want’ statements on a 1:1 basis with the person being bullied and the person bullying may be sufficient. This may need to be repeated to be effective.</p> <p>If the bullying is reported to have been recent but persistent,</p>	<p>Speak to a more senior colleague e.g. lead teacher, SENCo, Assistant Headteacher if you have any concerns at any time about how to proceed, or if you want support.</p>

<p>bystanders and/or positive role models in class can be identified and the child being bullied is anxious about a 1:1 conversation, then the support group method would be used. These two methods are the most common methods to be used by class teachers in responding to bullying allegations.</p> <p>If the bullying is historical and has stopped, then a conversation to remind child of what is and isn't bullying is necessary and to reiterate the importance of telling an adult promptly.</p>	
<p>Telephone the parent of the child reported as being bullied to tell them of what you know and the approach/es you intend to take. Emphasise that the aim of you being involved is for the bullying to stop, and that the approach you have chosen has a good evidence base of rapidly diminishing and stopping bullying. Ask them what they know about their child and what they have noticed. Invite them to meet with you if they would like. Tell them you or the Child and Family Support Worker will report back in a week, and then weekly for a month.</p>	<p>Alert the Child and Family Support Worker of the steps you have taken to resolve the bullying so far.</p> <p>Append any notes or letters to the bullying concern log.</p>
<p>Consider whether other interventions to build resilience might also be appropriate for the child. Speak to the SENCo if you feel that this work will take a more individual and long term approach than that which you can offer in the day to day classroom environment. Consider immediate changes to your curriculum offering to support the whole class in raising their awareness of bullying (e.g. reactive circle time).</p>	<p>Alert SENCo of the child's needs if appropriate.</p>

Guidance for class teachers for one week and one month review:

What do I do?	Who do I report to?
<p>Interview the child who has been reported as being bullied again and ask them if there is an improvement in the situation. Record their opinions on the bullying concern log.</p>	<p>Update bullying concern log.</p>
<p>Review the actions taken so far with a colleague and consider the next step to take: If bullying has stopped - no further action If bullying is reducing: meet child again in one week and consider then a further strategy.</p>	<p>Inform the Child and Family support worker who will telephone the parents of the child to update them.</p>
<p>If bullying persists, use the Group support method again, if already used, and consider further interventions in meeting with Assistant Headteacher or Headteacher.</p>	<p>Inform the Assistant Headteacher that the bullying is persisting and draw up an action plan together.</p>

Guidance for senior leaders in investigating and reporting bullying incidences which are beyond the expectation of the class teacher's role:

Type of reported bullying:	Actions	Report to	Records kept
if there is any suggestion that the bullying may be racist	Carry out interviews with children and parents as per usual bullying, open bullying concern log. Ascertain the severity and duration of	Headteacher HCC via racist bullying report file (data requested annually) Other staff who work with the children every day	Bullying concern log Racist bullying incident form (in Assistant Head's Office in locked cupboard) Add these records to both /all personal confidential files and ensure bullying concern log is copied to class teacher.
if it might also include a child protection issue (e.g. if child reports bullying by a family member)	Seek advice from CPLO and Hants Professional line before proceeding further.	CPLO – Hampshire Professional Line 01329 225 379 decide on reporting to Havant Child and families team or Police	Record in child protection file as well as opening a bullying concern log; follow procedure for dealing with child protection issues raised.
if there is a report of physical violence	Ascertain where the violence occurred, if on school premises carry out investigation, consider fixed term exclusion		Violent incident report form may be necessary if violence was directed at a member of staff.
if it is cyber bullying	Advise parents to keep evidence, consider severity and duration and whether it fits other types of bullying too to be investigated under those guidelines, seek advice from police	Parents, police, adults who work with the child/ren every day, parents of the child bullying online.	Open a bullying concern log
If it occurred off school premises	Carry out investigation as for bullying in school	Parents, Police	Open a bullying concern log
If there is a possibility of it being an issue of staff misconduct or a whistleblowing allegation.	Seek advice from Headteacher, who will contact Hampshire LADO (or Chair of Governors and LADO if the Headteacher is the subject of the allegation). Seek LADO advice before taking any further action, and if advised by LADO carryout an investigation. This investigation needs to be as prompt as possible after the report is received.		Written records, signed and dated/timed should be kept of all aspects of investigation.

How do governors monitor the effectiveness of the guidelines?

The governors have a duty to review the anti-bullying guidelines every three years. The headteacher will review the central bullying concern log half termly, to pick up any trends or children causing concern over a longer period. The head teacher's half termly report to governors includes details of any racist bullying incidents, violent incidents and any exclusions. The anti-bullying link governor should carry out an annual audit of the processes (without seeing confidential information about individual children or adults) by which bullying is prevented and or resolved to satisfy them that the school is meeting statutory requirements. This could be, for example, by interviewing members of staff and children about their experiences of the response to any bullying, by using the annual Year 2 and Year 6 Pupil surveys or other research as the governor sees fit. This annual report should be to the curriculum subcommittee.

Bullying Concern Log Form - to be used for all bullying reported in conjunction with the HCC Bullying and racist incident log form:
copy to classroom handover file, child's confidential file of all named children, Headteacher central log and Child and Family Support Worker

Child reported as being bullied:

Date of report being made:

Report made by: Letter/email attached? Y/N

Verbal statement made and notes attached Y/N

Suspected violent/cyber/offsite/child protection or racist bullying incident? GO STRAIGHT TO SENIOR MEMBER OF STAFF

Date /time/sign	Actions taken within 2 working days of the report of bullying:	
	Report of concern received by: (interview, note, parent /child verbal)	
	Interview with child by class teacher – notes on attached HCC log form	
	Notes of conversation with other staff member/s	
	Decision taken re most appropriate intervention	
	Notes of phone call to parents to explain approach being used	
	Intervention carried out	
	Log copied to Child and Family Support worker	
	<p>One week later review(list actions agreed and any outcomes)</p> <p>With child who is target of bullying</p> <p>With other children if involved (e.g. support group method)</p> <p>with Child and Family Support Worker and other senior staff:</p> <p>with parents</p>	
	<p>Subsequent review if bullying persists - one month review:</p> <p>With senior staff members</p> <p>With parents</p>	

What can children do to support other children who are being bullied?

How do I tell if someone is being bullied?

- Is anyone in your class taking a lot of time off, getting to school late, trying to avoid being in situations like the toilets or changing rooms?
- Do you hear someone calling them names, not loudly, but so that they will overhear?
- Are rumours being spread about them, in person or online?
- Are they being left out of things when partners are chosen in class?
- Are they spending break and lunchtime on their own?
- Are people fixing up nice things to do out of school and leaving them out?
- Are they getting nasty phone texts and abuse on the internet or by instant messaging?

If so then you already know someone who is being bullied.

You might be afraid that if you do something about it, the bully might pick on you next but there are lots of things you can do to help.

What should I do to help someone being bullied?

- Tell a teacher
- Go with the person being bullied and back up what they say to the teacher
- Tell the person being bullied that you'll help them to tell their parents
- Tell your parents what's happening and ask them to have a quiet word with your class teacher or Assistant Head Teacher or Head Teacher
- Agree with your friends that you will all make it clear to the person doing the bullying that you don't like what they're doing

If you tell a teacher what has happened then you have made a good choice and the teacher can start to deal with the bullying. The person who is bullying is responsible for their own actions and any consequences of the behaviour.

If you see someone being bullied they're probably very upset so make sure they know that you and your friends don't like what is going on and offer them your friendship and support.

What do we do about bullying in the workplace by adults?

Some examples of bullying behaviour specifically of adults in the workplace are:

Verbal communication	<ul style="list-style-type: none"> Abusive and offensive language Insults Teasing Spreading rumour and innuendo Unreasonable criticism Trivializing of work and achievements
Manipulating the work environment	<ul style="list-style-type: none"> Isolating people from normal work interaction Excessive demands Setting impossible deadlines
Psychological manipulation	<ul style="list-style-type: none"> Unfairly blaming for mistakes Setting people up for failure Deliberate exclusion Excessive supervision Practical jokes Belittling or disregarding opinions or suggestions Criticizing in public
Mobbing	<ul style="list-style-type: none"> Carried out by a group Social isolation Collective unjustified accusations Humiliation Emotional abuse Harassment

Context is important in understanding bullying, particularly verbal communication. There is a difference between friendly insults exchanged by long-time work colleagues and comments that are meant to be, or are taken as, demeaning. While care should be exercised, particularly if a person is reporting alleged bullying as a witness, it is better to be genuinely mistaken than to let actual bullying go unreported.

What are the consequences of workplace bullying?

Consequences for person who has been bullied:	Consequences for employer?	Consequences for others in workplace?
<ul style="list-style-type: none"> range of stress-related illness lose confidence withdraw from contact with people work performance can suffer increased risk of workplace injury 	<ul style="list-style-type: none"> potential legal liabilities deterioration in the quality of work increased absenteeism lack of communication and teamwork lack of confidence in the employer leading to lack of commitment to the job 	<ul style="list-style-type: none"> feelings of guilt can become intimidated perform less efficiently

What should all staff do to prevent and deal with bullying in the workplace?

Managers and supervisors should:

Ensure that all employees are aware of the anti-bullying policy and procedures

Ensure that any incident of bullying is dealt with regardless of whether a complaint of bullying has been received

Provide leadership and role-modelling in appropriate professional behaviour

Respond promptly, sensitively and confidentially to all situations where bullying behaviour is observed or alleged to have occurred

Keep records of meetings held and follow the Hampshire guidelines in MOPPS when carrying out any investigation into potential misconduct.

Employees should:

Be familiar with and behave according to this policy

If you are a witness to bullying, report incidents to your line manager. Where appropriate, speak to the alleged bully(ies) to object to the behaviour.

What should you do if you think you are or have been bullied?

Any employee who feels he or she has been victimized by bullying is encouraged to report the matter to his or her line manager, or the Headteacher, or if the headteacher is involved, with the Chair of Governors.

Where appropriate, an investigation will be undertaken and disciplinary measures will be taken as necessary.

References: Familylives.org.uk, DFE best practice, Stonewall UK, anti-bullying alliance, Hampshire EP service, DFE Preventing and tackling bullying Advice March 2014