

THE VINE INTER-CHURCH PRIMARY SCHOOL

ANTI-BULLYING POLICY

Policy development: September 2024

Policy ratification: January 2025

Policy review: September 2026

[Link to The Vine Vision – Let Peace Dwell Here](#)

We are committed to providing our pupils with a supportive, caring, safe environment where they can learn without fear. Our school fosters expectations of outstanding behaviour and we challenge any behaviour that falls below this. Bullying behaviour is unacceptable, it makes children unhappy and hinders their learning. Through our consistent and constructive approaches, we are determined to challenge and eradicate bullying behaviour, enabling our learners to flourish.

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The Vine Inter-Church Primary School is committed to the prevention of discrimination and the promotion of equality of opportunity for all and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share these commitments.

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1) Introduction

At The Vine, our line in our school vision – ‘let peace dwell here’ directly links to the Wesleyan traditions of good order and discipline and we believe that everyone has the right to live in an inclusive atmosphere, free from bullying and be treated with dignity.

a) National and Local Policy Legislation

The aim of this anti-bullying policy is **to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied**. Bullying is anti-social behaviour and affects everyone and is always unacceptable.

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.

This policy is based on DfE guidance “Keeping Children Safe in Education” 2024, “Preventing and Tackling Bullying” 2017, “Child-on-Child Abuse guidance” 2022 The setting has also read Childnet’s “Cyberbullying Understand, Prevent and Respond: Guidance for Schools”.

b) Our 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. The Vine School believes 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 our school aims 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.

We 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 the school community and raising achievement and attendance.

2) Recognising Bullying

a) A Definition of Bullying

Bullying is not the odd occasion of falling out with friends, name calling or arguments. Children do sometimes fall out or say things because they are upset and when problems of this kind arise, we will support the social skill development of our pupils so that they can learn from these situations and repair relationships and friendships.

At The Vine School we define bullying as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. We refer to the 3 Ps.

Persistent – usually repeated over time.

Premeditated – planned, deliberately hurtful behaviour.

Power Based – involves an imbalance of power making it hard for those being bullied to defend themselves.

For the children in key stage 1 at The Vine School, the definition of someone who bullies is someone who: ‘keeps doing mean and unkind things to you, even when they have been asked not to’.

For the children in key stage 2 at The Vine School, the definition of bullying is:

‘when one or more people hurt others physically or mentally, either face to face or through digital technology. It is persistent, power based and pre-mediated.’

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Bullying is recognised by the school as being a form of child-on child abuse and will never be tolerated or passed off as 'banter' or 'part of growing up'. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

b) Forms of Bullying

Children and young people can be bullied in ways that are:

- **Physical**

for example, by pushing, kicking, hitting, punching or any use of violence or unwanted physical contact.

- **Verbal**

for example by being called names in a nasty way; insulted about their race, religion or culture, called gay (whether or not it's true); or having any sexual or offensive comments directed at them

- **Indirect /Emotional**

for example, being unfriendly, excluding, tormenting (e.g. threatening gestures) or by having nasty stories told about them

- **Cyberbullying**

for example, 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.

c) Types of Bullying

Specific Types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to gender or gender identity
- Bullying related to sexual identity
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying of young carers or looked after children or otherwise related to home circumstances

d) Roles

The school recognises 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** –the person 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 the bully, perhaps by smiling or laughing.
- **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 pupils can adopt different roles at different times, or at the same time e.g. a bullied pupil might be bullying another pupil at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around).

e) Recognising Signs and Symptoms

Pupils 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

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

Where children are exhibiting signs of distress and/or changes in behaviour we will liaise with parents/carers and where appropriate, relevant health professionals and support agencies.

f) Recognising Reasons why Children may bully

Children may bully for a variety of reasons. Recognising why a child may bully supports the school in identifying pupils who are at risk of engaging with this type of behaviour, which enables early intervention to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children 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

3 Implementing the Policy

a) Our school ethos

This anti-bullying policy is set within the wider context of The Vine School's philosophy to enhance the physical and emotional health and wellbeing of the whole school community in the following ways:

- We promote a healthy, safe and caring environment for all pupils and staff.

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- We provide a broad and balanced curriculum for all our pupils, having considered gender, ability and culture.
- We promote pupils' self-esteem and emotional well-being 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.
- Through an enriched curriculum, we provide young people, with opportunities to develop the necessary skills to manage their lives effectively.
- We help our young people to learn to respect themselves and others.
- We create a wider awareness of religious, cultural and moral values within a Christian framework and respect for 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.

b) School policies to support the Anti-Bullying Policy

Other school policies which support the Anti Bullying policy includes:

- Promoting Positive behaviour
- Child-on-Child Abuse Guidance
- Special Educational Needs Policy
- Race equality policy
- Safeguarding & Child Protection policy
- Personal and Intimate Care Policy,
- Safe Touch Policy
- Relationships Education Policy
- ICT policy
- Recruitment Policy
- LGBTQ+ Valuing all of Gods Children

c) Leadership of the Anti-Bullying Policy

Nic Kenny, Deputy Headteacher, supports the coordination of a whole school approach to managing this important issue. This leadership role includes the following core elements:

- Managing The Vine's Inclusion Team, which include Gemma Coe (School SENDco), Helen Bransbury (Pastoral Manager) and Jane-Marie Lawrence (pupil therapist) team provides pastoral support in response to need either with groups of pupils or on an individual basis.
- Analysing and evaluating data to inform policy development and practice.
- Ensuring pupils are taught about healthy relationships and anti-bullying.
- Supporting teachers and teaching assistants in dealing with bullying incidents.
- Overseeing the effectiveness of the anti-bullying prevention and response strategies.

e) Policy Aims

This policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture, in which everyone agrees that bullying, is unacceptable and is committed to tackling it in order to improve outcomes for all. The policy outlines how The Vine School aims:

- To raise the profile of bullying and the effect it has on emotional health and wellbeing, life chances and achievements through revisiting shared language and understanding.

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- To make clear to everyone within our whole school community 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 within the overall Promoting Positive Behaviour policy, through using clear systems and effective communication with all involved.
- To safeguard and offer support and comfort to any person who has been bullied.
- To apply reasonable and proportionate disciplinary sanctions to any person causing the bullying
- To support any person who is bullying in to recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To provide longer term support to promote the self-esteem of those who have been bullied to reduce the likelihood of long-term damage
- To address the emotional and behavioural needs of any person who bullies others to reduce the likelihood of repeated incidents of bullying
- To identify vulnerable children and those critical moments and transitions when they may be particularly vulnerable and provide additional support/safeguarding when needed.
- To ensure all staff are trained and supported and model positive relationships
- To monitor incidents of bullying and report these to the Local Authority and to the Governors
- To provide curriculum opportunities including an entitlement framework for Personal Social and Health Education and Citizenship that includes learning about bullying, discrimination, personal safety and domestic violence

4) Incidents of Bullying

a) Reporting Incidents of Bullying

The Vine School encourages and equips the whole school community to report all incidents of bullying, including pupils who have experienced being bullied and bystanders who have witnessed an incident. The systems include:

- Staff including teachers and support staff who are trained in listening skills and anti-bullying issues
- A designated Anti Bullying Coordinator – Nic Kenny
- Designated Personnel for Child Protection – Peter Hynes, Nic Kenny, Gemma Coe, Helen Bransbury and Cassy Grimshaw.
- A pupil's worry box – regularly monitored by Nic Kenny.
- The use of scholar pack for reporting and recording incidents for all Vine Staff.
- Bullying incident logs for pupils to complete (see appendix A)

b) Responding to Incidents of Bullying

At our school all pupils, staff and parents/carers are encouraged to report incidents of bullying. We investigate each incident to establish the context and the roles of the people involved.

In cases of severe or persistent bullying, staff will liaise with a 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.

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The procedure and stages in responding effectively to bullying at The Vine School are:

- **Monitoring and recording behaviour and relationship issues.**

The school's positive behaviour system enables challenging behaviour and relationship problems to be identified, recorded and addressed. All incidents are recorded on 'Scholar Pack' and monitoring of incidents supports the detection of bullying and allows for intervention at an early stage.

- **Making sure the person being bullied is safe and feels safe.**

When a child or adult 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.

- **Establishing and recording what happened by listening to different perspectives**

After listening to the views of feelings of the targeted child and their account of what has happened to them, the school will keep a written record of the incident, which will detail -

- Date, time incident reported
- Member of staff to whom the incident was reported
- Member of staff investigating the incident
- Date, time, location of alleged incident
- An account from the perspective of the person being bullied, witnesses and other parties.
- Date, time when parents/carers were informed
- Details of immediate action taken
- Details of follow up strategies including outcomes of mediation and reconciliation process

If appropriate, the targeted child will be asked to record their perspective pictorially to help them explain their views and feelings. (See Appendix A.)

When an incident of bullying is reported the school will endeavour to make a written factual record of this incident within 24 hours of the incident being reported. This information will be stored on scholar pack.

Responses to Bullying incidents

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.

- **Restorative approach**

In most cases of bullying the school will initially consider the use of a restorative approach to resolve the situation. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour.

The school believes that people causing harm should be held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied;
- Accepting responsibility for the harm caused to others (for example staff, friends or family);
- Recognising the need to take action to begin to repair the harm caused; and
- Agreeing a range of actions with all those involved which will be monitored over a period of time.

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The school uses the Support Group Method and where appropriate the 'Circle of Friends approach'.
(See Appendix C – The Support Group Method and Appendix H – Circle of Friends)

- **Sanctions**

In certain cases of bullying, the school will use sanctions e.g. in cases where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions for bullying are intended to hold the people who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it.

Where appropriate the school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that a child may have and taking into consideration the needs of vulnerable children. 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 child'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 pupils that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The Vine 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. This approach gives the best chance that bullying will not be repeated. The school will draw upon its behaviour management policy and follow the system for sanctions, which includes:

- restricting access to areas of the playground
- removing the person who is bullying from particular groups of children including withdrawing them from certain activities such as break times and lunchtimes.
- involving the child in developing appropriate 'fair punishments' for those who have been involved in bullying.
- withdrawing privileges such as excluding the person from school trips, confiscating personal property in accordance with the school's agreed criteria.
- internal exclusion
- exclusion from school

Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped is part of our process. Targeted pupils will be encouraged to keep a diary (See Appendix B) and review meetings will occur to see whether the situation has been resolved or whether further work needs to take place. The school does not assume that a situation requires no further attention simply because a child 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.

- **Responding to incidents of cyber bullying**

The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in this policy if they become aware of any incidents. The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil and their parents.

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

The Vine School 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 people socialise in school and in the wider community. The school believes 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, the school will follow the guidance in the Positive Behaviour Policy on regulating the conduct of people at times when they are not on the premises of the school and not under the lawful control or charge of a member of staff.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/gangs
- 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 local organisations (including sports clubs and voluntary organisations)
- Map safe routes to school in the event of a child being bullied on their journey to school
- Offer children and parents/carers strategies to manage bullying off the school premises.
- Offer guidance on how to keep safe on the internet and when using mobile phones

c) Working with Parents/Carers

Where The Vine School has become aware of a bullying situation, parents/carers of the child who is being bullied and the person who is allegedly bullying will be invited to the school to discuss their child's behaviour. The school will endeavour to involve parents/carers constructively at an early stage to support the process of investigating allegations and positively working together to seek ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by the school.

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 will be involved where appropriate. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward. A record of the incident and the agreed actions/response made at the meeting will be recorded by the school and added to the school's bullying incidents records. The school will then invest the time to further establish and record what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). This will take place as soon as possible after the reported incident. The school ensures that staff and parents/carers remain fully aware of the measures that have been put into place to prevent the reoccurrence of further incidents. Follow up discussions are held with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

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 Vine 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

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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 will refrain from apportioning blame to the different parties involved as this could undermine the cooperative ethos that the school is seeking to promote. A cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting.

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. Parents/carers of those causing the bullying will also have support in coming to a balanced view of what is happening and appreciating their role in helping their children to learn about the consequences of their actions.

See Appendix f – Guidance for Parents

d) Following Up, Supporting and Monitoring

The Vine School employs a number of specific measure/strategies to minimise further risks of bullying and to ensure that children feel safe. Strategies include immediate and longer-term support for all parties including the person being bullied, bystanders and the person who has done the bullying. In most cases the school will encourage honest and direct discussion and use a reconciliation process before going down the sanction route. Many of the following strategies involve active participation from children and involve children helping themselves and each other.

Our strategies include:

- Providing opportunities for class Circle Time where pupils can explore the needs of their peers. These are planned sessions in which the teacher facilitates a safe and positive environment for pupils 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,
- Providing opportunities for pupils 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 supportive groups such as Circle of Friends, where pupils can discuss their friendship problems and receive support and advice from peers,
- Provide 1-1 mentoring and counselling sessions.

5) Prevention

a) Strategies

The Vine School believes that the whole school community should work together to reduce bullying. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts a whole school approach to implementing proactive and preventative interventions at a school, class and individual level to reduce bullying. Our strategies include:

- An effective school leadership that promotes an open and honest anti bullying ethos
- Adopting positive behaviour management strategies
- Promoting Emotional Health and Wellbeing through our ethos and our curriculum.
- Implementing a whole school approach to the teaching of PSHE, Citizenship and Personal Safety

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- Ensuring that the school's anti bullying slogans are actively promoted and displayed around the school e.g. 'See Something Say Something' 'Don't do that, I don't like it.'
- Providing training on promoting behaviour management and anti-bullying for all relevant staff including playground staff
- Providing regular opportunities for pupils to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying. This includes opportunities at lunchtimes provided by inclusion/pastoral staff.
- Regularly reviewing the development and supervision of the school inside and outside including the outdoor areas to ensure provision is safe, inclusive and supports emotional wellbeing.
- Accessing support from external agencies and professionals including educational psychologists, Child and Adolescent Mental Health Service (CAMHS) and the Cambridgeshire Specialist Teaching Service.
- Providing opportunities through the Inclusion Team for vulnerable individuals and groups 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 playground support through trained Play Leaders.
- Providing supportive and nurturing structures such as a 'Circle of Friends' for identified vulnerable individuals
- Providing a transition programme to support pupils moving across year groups and key phases.
- Providing information on support agencies such as ChildLine including telephone numbers for help lines and addresses for supportive websites
- Liaising with members of the community e.g. community police
- Linking with other schools in a local school partnership and with local authority strategies

b) The Entitlement Curriculum for Friendships and Relationships and Bullying

The Vine School acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of pupil's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for pupils to learn and develop the skills to identify manage and challenge incidents of bullying as well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

The school adopts the Cambridgeshire Primary Personal Development Programme which incorporates the theme of Citizenship. Anti- Bullying is covered in Myself and My Relationships and Healthy and Safer Lifestyles.

The school recognises and participates in the national anti-bullying week, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

c) Pupil Consultation and Participation

The Vine School considers listening to the voices of pupils and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly reviews the way in which bullying is being addressed which includes, listening to pupils and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Pupils are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the schools anti bullying policy and practice and engaging in initiatives to support an anti-bullying ethos in school.

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The Vine School adopts a number of democratic methods / systems for promoting pupil consultation including:

- Vine Forums
- Face to face discussions with small groups of children
- Active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts.
- Surveys including written questionnaires draw and write and research designed and carried out by children
- Individual communication systems such as diaries

d) Whole Staff Awareness and Professional Development Opportunities

The Vine School endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Professional development will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. 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 views of staff are sought as part of the school's review and evaluation of the anti-bullying policy and used to inform developments and enhance the school's anti bullying ethos and practice.

e) Involving Outside Agencies

The school seeks the support and guidance from relevant and local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed from county wide services and through liaison with the school's multidisciplinary Locality Team and voluntary agencies.

6) Monitoring and Evaluating the Anti Bullying Policy

The Vine School's anti bullying policy and practice is regularly monitored and evaluated to ensure its effectiveness.

Records of bullying incidents are analysed to identify patterns of behaviour regarding individuals and groups of pupils, and places and times where bullying may be occurring. Other informative data includes:

- 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 children who exhibit sexually inappropriate or harmful behaviours
- Transfer and admissions data, specifically requests for transfer due to bullying or harassment.

The results of the review are used to inform areas for school development.

This policy is reviewed annually.



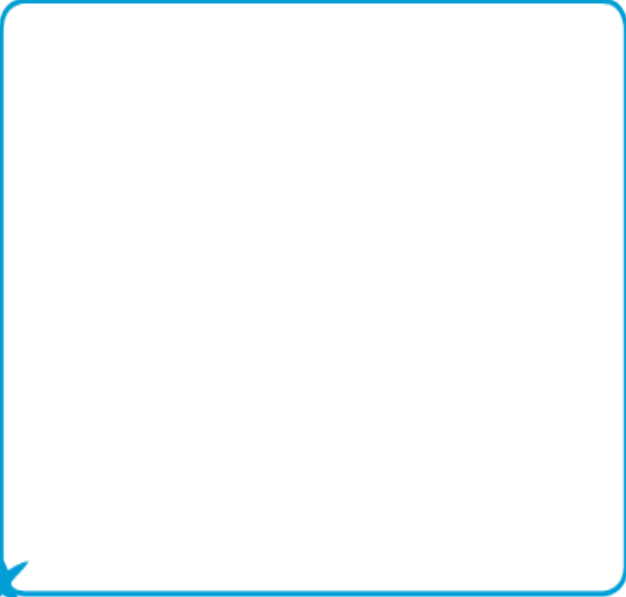

THE VINE INTER- CHURCH PRIMARY SCHOOL

The Vine Inter-Church Primary School is committed to the prevention of discrimination and the promotion of equality of opportunity for all and is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share these commitments.

APPENDICES

Appendix A : Sample Bullying Incident Report Form – Pupil Report






What Happened?






What would you like to happen next?

Appendix B - A Sample Monitoring Report Form- Pupil Diary






Monday






Tuesday






Wednesday

Thursday

Friday

Appendix C – Support Group @ The Vine

This appendix outlines the reconciliation processes and approaches the school will take when responding to incidents of bullying through the Support Group Method.

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.

Support Group (No Blame Approach) – How It Works

1. Talk with the pupil/pupils being bullied
2. Meet the pupils involved
3. Explain the problem
4. Share responsibility
5. Ask the group members for their ideas
6. Leave it up to them
7. Meet them again – Review

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.

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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

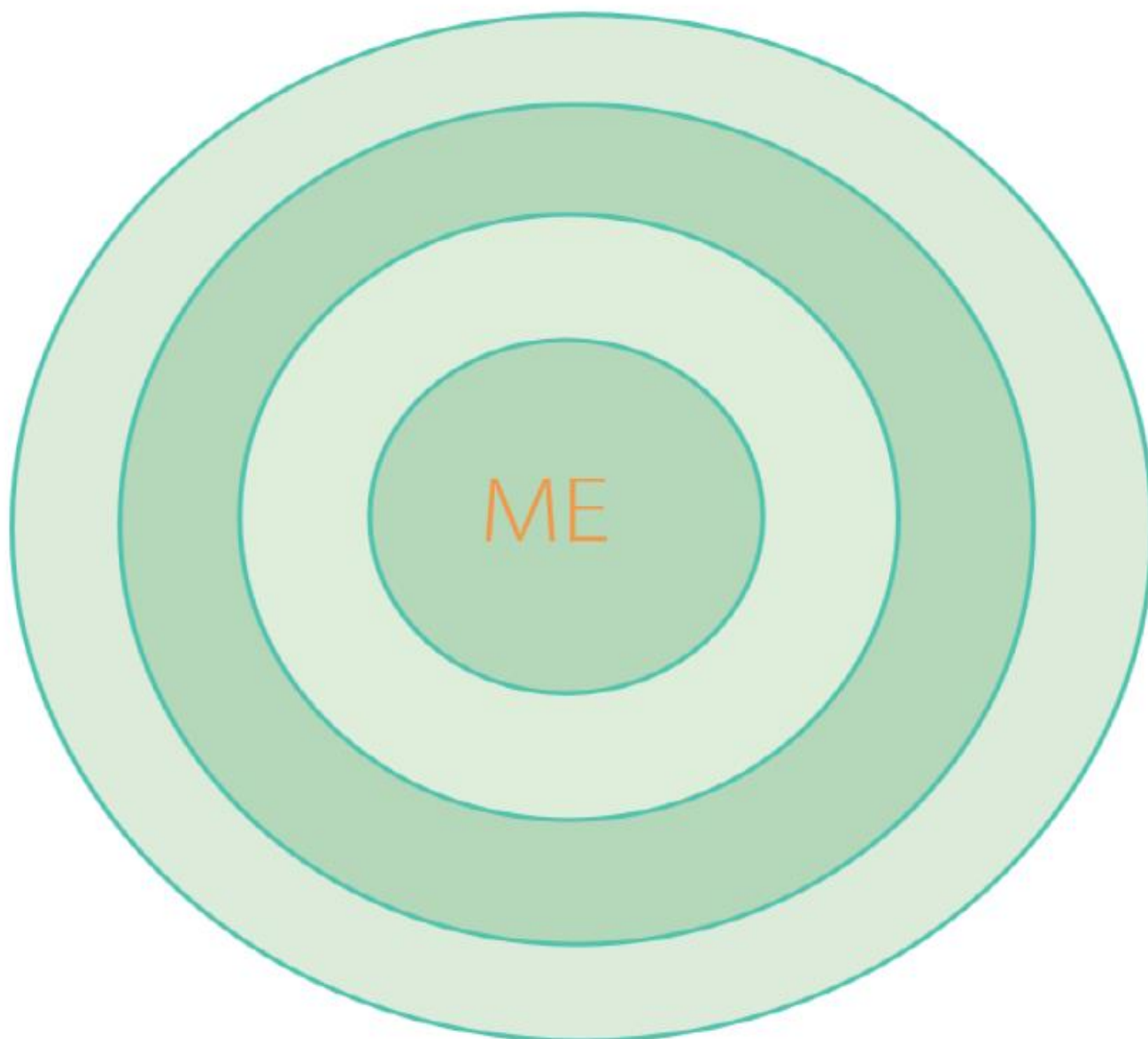
About a week later, the facilitator discusses with the target how things have been going. S/he then meets with the group to discuss how things have been going for them. This allows the facilitator to monitor the bullying and keeps the children involved in the process.

These meetings are with one group member at a time so that each can give a statement about their contribution without creating a competitive atmosphere. It does not matter if everyone has not kept to his or her intention, as long as the bullying has stopped. The person who has been bullied does not have to become the most popular person in school, just to be safe and happy.

Appendix D – Support Group / Circle of Friends

Who could be in my support group / circle of friends?

USING GROUP WORK APPROACHES



Support Group Approach – Record of Action

Targeted pupil's name:

Feelings Expressed/reported impact:

Targeted pupils assessment of feeling safe 😊 10 9 8 7 6 5 4 3 2 1 😞 before intervention

Date of Support Group Method intervention:

Names of Pupils in Support Group	Year Group	Solution Generated by Group Members

Monitoring interviews with targeted pupil

Date: Feelings: Impact:	Monitored By:	Further Action Taken:
Date: Feelings: Impact:	Monitored By:	Further Action Taken:
Date: Feelings: Impact:	Monitored By:	Further Action Taken:

Targeted pupils assessment of feeling safe 😊 10 9 8 7 6 5 4 2 1 😞 after intervention

Support Group Approach / Circle of Friends – Review

Circle of Friends for:		Date:	
Facilitated by:		Name of Circle:	
Pupils involved in circle:		Who was present at review:	
Behaviour changes reported by:			
Staff	Parent	Pupil	Circle pupils

'Stars' of approach:

- *
*
*

Emerging issues:

Next steps:

- →
→

APPENDIX E – GUIDANCE FOR PARENTS

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing. When talking with teachers about bullying: Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident. Be as specific as possible about what your child says has happened, give dates, places and names of other children involved. Make a note of what action the school intends to take. Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Ensure they know and are happy who they invite as friends onto their social networking sites.
- Check exactly when a threatening message was sent or posted. It may be possible to print the evidence.
- Where necessary report incidents to the police.