



Preventing and responding to bullying

Online government guidance entitled Bullying at School, www.gov.uk/bullying-at-school (last updated in June 2013), points out that there is no legal definition of bullying but that it's usually behaviour that is:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

Bullying is an important issue that can and does blight people's lives whatever the setting, whether it is in school, the workplace or anywhere else that people, both young and old, come together. CERA take the issue of bullying very seriously. It is acknowledged, monitored and challenged.

The Individual

- Respect every child/young person's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- Respect every individual's feelings and views
- Recognise that everyone is important and that our differences make each of us special
- Show appreciation of others by acknowledging individual qualities, contributions and progress
- Ensure safety by having rules and practices carefully explained and displayed for all to see.

Bullying

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include:

- Physical pushing, kicking, hitting, pinching etc

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- Name calling, sarcasm, spreading rumours
- Persistent teasing and emotional torment through ridicule, humiliation and the continual ignoring of individuals
- Sectarian/racial taunts, graffiti, gestures
- Sexual comments and/or suggestions
- Unwanted physical contact.

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted

CERA have a commitment to the early identification of bullying and prompt, collective action to deal with it. Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved.

Children/young people being bullied will be supported and assistance given to uphold their right to play and live in a safe environment which allows their healthy development.

Those who bully will be supported and encouraged to stop bullying. Sanctions involving long periods of isolation, or which diminish and make individuals look or feel foolish in front of others, should be avoided

Procedures for preventing bullying – Restorative Practise.

CERA will use a restorative practise approach to address harmful behaviour and conflict in any situation that is perceived to be bullying. Restorative practise is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people. It is "*An invitation to join in conversation so that we may support and learn from each other.*"(Howard Zehr 2002)

This approach sees wrongdoing as essentially a violation of people and relationships. The principles of Restorative practise are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

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Understanding the idea of 'harm' is important to understanding 'Restorative Practise.' Restorative Practise is a positive way of dealing with inappropriate behaviour including bullying.

Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

CERA will implement the following process to support individuals experiencing bullying behaviour. The process consists of the following:

- What I need when I have been harmed
- Someone to listen.
- Space to think about the event and to calm down.
- A chance to ask 'Why me?' 'What did I do to deserve it?'
- If external agencies are involved or formal investigation is being undertaken, individuals will be kept informed of progress.
- An opportunity for the person who has caused the harm to understand and acknowledge the effect of their actions on individuals and anyone else affected.
- Where possible, a sincere, spontaneous apology.
- Where possible, an opportunity for things to be put right.
- Reassurance that it won't happen again within CERA run activities.
- Work towards a sense of justice
- Provide an opportunity for open discussion and review sessions
- An opportunity to provide a sense of being able to deal with this situation appropriately and move forward.

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CERA will implement the following process to support individuals who have caused harm to another person. The process consists of the following

- What I need when I have caused harm to another person:
- Time to reflect on actions.
- A safe environment for someone to listen to my explanation.
- To be able to explain to myself and the other person why I did what I did.
- An opportunity where possible, to apologise.
- Where possible, empowerment to be able to put things right.
- Reassurance that the matter is finished and move forward.

For the Restorative Approach to work certain guidelines need to be adhered to:

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another's viewpoint or perspective.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about the way forward.
- As far as possible, the physical and emotional harm is repaired.

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Support to the parents/guardians

- Parents/guardians should be advised on the restorative approach implemented at CERA and how it can effectively resolve bullying incidents.
- Any incident of bullying will be discussed with the child/young person’s parents/guardians
- Parental/guardian advice on action will be sought and agreements made as to what action should be taken
- Advice on coping with bullying should be given
- Support should be offered to parents/guardians including information on other agencies or support lines.

Useful Contacts :

- Childline- 0800 1111 www.childline.org.uk
- NSPCC Helpline- 0808 800 5000 www.there4me.com (an online service for young people)
- Kidscape- 020 7730 3300 www.kidscape.org.uk
- Parentline Plus www.parentlineplus.org.uk

Additional procedures

- A welcome policy for individuals and their families that aims to attract members from diverse groups.
- A welcome letter for each individual.
- Support and/or training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic and sexual bullying

We are committed to reviewing our policy and good practice annually.

This policy was last reviewed on:

Signed:

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CERA - Bullying Report / Guidance Form

Name: _____ Age: _____

Gender: _____ Activity: _____

1. How can we contact you (e.g. at home/at school/email/telephone)?*
2. Describe what happened/is happening.
3. Where did it happen?
4. When did it happen?
5. Who was doing the bullying?*
6. Did anyone else see it happen, and if so who?*
7. Was the bullying a one-off incident or part of a bigger problem?
8. How did the bullying make you feel?
9. Were you physically hurt during the incident?
10. Did you need medical help?
11. Have you told anyone else about the bullying?

Teacher **Brother/sister** **Youth worker** **Parent/carer**
Doctor/nurse **Other family member:** _____

Other (please tell us who)

12. If you haven't told anybody else, what has put you off doing so?
13. What sort of help would you like to stop the bullying (e.g. someone to speak to the bullies and monitor the situation to ensure it doesn't get worse)?
14. Do you have any worries now that you have reported the bullying?

Signed: _____ **Date:** _____

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