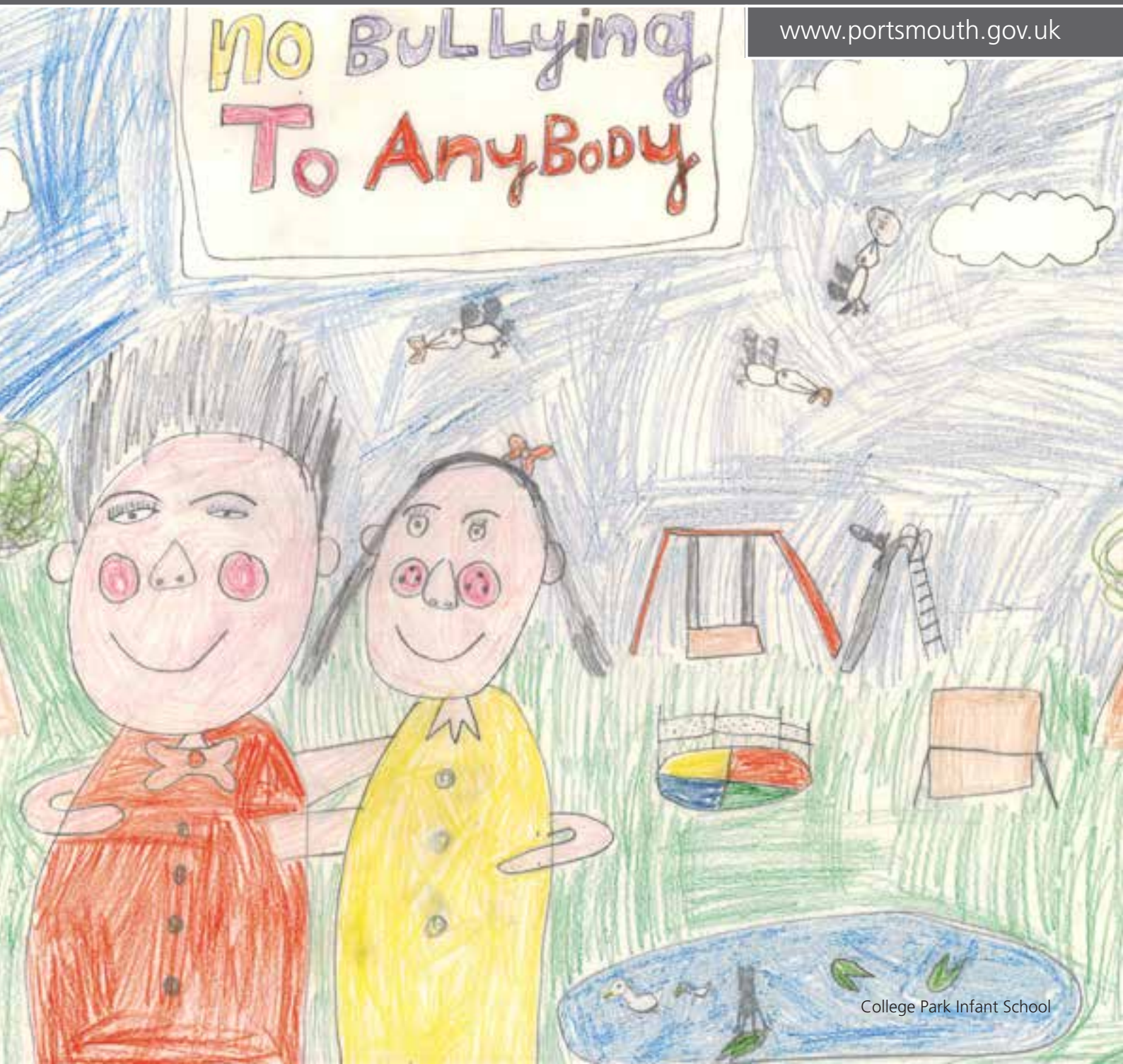


# Portsmouth anti-bullying guidance and resource pack for schools

June 2014 edition

[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk)



# Random acts of kindness



Court Lane Junior School

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# Preface

Portsmouth is committed to safeguarding children and young people and recognises that they have a right to feel safe within their community and the right to feel safe from bullying and the fear of bullying.

The Portsmouth Anti-Bullying Guidance and Resource Pack has been developed to provide support to schools to help develop effective anti-bullying practices.

It has been produced following a wide ranging consultation process involving schools and a range of organisations and groups that work with and for children and young people in Portsmouth. We are also indebted to the support of other Local Authorities for allowing the use of some of the materials they have developed, in particular Luton Borough Council, Bournemouth Borough Council, London Borough of Tower Hamlets and Hertfordshire County Council. The pack also benefits from the latest guidance from the DfE and Ofsted.

Whilst schools and academies must set their own policies appropriate to their particular situation and intake, it is important that the Local Authority sets a standard and offers guidance and resources for schools to use. Our aim is to work in partnership with schools and academies to develop policies and practices which promote awareness, understanding and mutual respect amongst pupils and also to construct strategies for preventing and responding appropriately to bullying and harassment.

**Julian Wooster**

Director of Adults' and Children's Services  
Strategic Director

## Anti-Bullying



# Section 1

## Introduction and how to use this guide

**Bullying is among one of the top concerns that parents have about their children's safety and wellbeing. Bullying is also a top concern of children and young people. Bullying makes lives a misery; it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long impact on some young people's lives.**

The 2012 Ofsted report 'No Place for Bullying' indicates that bullying continues to be a significant issue for pupils, disproportionately affecting those who have a disability or special education need and those who are, or are perceived to be, lesbian, gay and bisexual. Language that discriminates against these groups was common in many of the schools Ofsted visited.

The Children's Society undertook a survey on behalf of Portsmouth City Council of Children's and Young People's lives and well-being aged 8 to 18 in Portsmouth. The survey was undertaken between February and May 2014. 3,640 children and young people took part in the survey across 15 primary schools, 6 secondary schools and 2 colleges. The survey confirmed that bullying remains an important issue and concern for Portsmouth:

- 30% of children and young people had experienced bullying in the past year, and of those, 44% had experienced bullying on more than three occasions
- 25% of children and young people felt that the response of the school to bullying incidents was not adequate (described as 'not very well' or 'badly')
- The most common form of bullying was 'being called nasty names' (61%) and 'people making fun of me' (54%).

As a principle, the earlier we are able to intervene the more likely we are to succeed in preventing distress and harm to children and young people experiencing relationship difficulties and bullying.

Schools which deal most effectively with bullying are those which acknowledge it as a real and potential problem. They have policies in place which are known to staff, children, parents and carers.

They have a range of strategies to establish a strong anti-bullying ethos and offer support and, where appropriate, clearly understood sanctions to children and young people who have bullied or who have displayed bullying behaviour.

### How to use this guide

The pack provides a comprehensive range of information, resources and contacts for further guidance, in order to help schools develop effective anti-bullying practices and prevent and reduce bullying.

Whilst schools and academies must set their own policies appropriate to their particular situation and intake, it is important that the Local Authority sets a standard and offers guidance and resources for schools to use.

A good starting point is to go to Appendix 1 (effective anti-bullying checklist) which provides a 20 point checklist of key questions which will help you identify where you might need to improve things and which sections of the guide you should refer to.

# Section 2

## What is bullying?

### Definition of bullying

*'Bullying is a behaviour which can be defined as a repeated attack – physical, psychological, social or verbal by nature – by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gratification'*

Besag, 1989

#### Case study: College Park Infant School

Bullying is defined as deliberately hurtful behaviour, that is repeated over a period of time, where it is difficult for those being bullied to defend themselves.

*Extract from Promoting Anti-Bullying at College Park Infant School - Summary of Full Policy*

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. The table below provides a helpful distinction between bullying and what is referred to as relational conflict.

Bullying	Relational conflict
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
No effort to solve the problem	Effort to solve the problem

### Types of bullying

There are various types of bullying which can be summarised as:

- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs

- Homophobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, unusual physical features
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- Health – based on physical or mental conditions
- Income based – of living on a low income
- Transgender – based on perception of gender identity
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers

### Methods of bullying

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures, posturing
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces
- Cyber – text messaging, burn pages (on facebook), internet chat rooms, the misuse of camera or video facilities, offensive questions (on ask.fm), nasty inbox messages

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or looked after children
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

## Signs and symptoms of bullying

A pupil may exhibit signs or behaviours that may indicate they are being bullied. All staff should be aware of such signs and should investigate if the child:

- becomes withdrawn or changes their usual behaviour patterns or attitude
- becomes distressed or emotional and finds it hard to articulate their feelings
- changes their eating patterns
- shows evidence of self harming
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

## Victimisation

Those who report bullying, either because they are being bullied or they have witnessed bullying, may become victimised by others. This may be because of cultural/ethnic/religious or other group loyalties. The reporter can then become part of the 'out' group. Therefore, some reporting of bullying may not take place, because of fear of being in the 'out' group and/or because of misplaced loyalty and/or for fear of reprisals, either verbal and/or physical.

## Bystanders

Despite the fact that the vast majority of bullying incidents are witnessed, bystanders are often reluctant to intervene either through fear of the consequences, a sense of loyalty to the bully or lack of awareness of, or interest in, the potential harm bullying can cause.

Even if bystanders are not involved in inflicting the bullying, they can be involved in resolving it.

Most schools have comprehensive bullying policies and robust procedures for dealing with bullying which focus on the perpetrator or the relationship between perpetrators and victims. Such interventions should be supplemented by taking into account the role of bystanders, whose influence in perpetuating or escalating violence is often overlooked.

Bystanders clearly have a range of choices when it comes to bullying. They can passively accept it, overtly encourage it, or denounce a bully's actions and provide support to the victims. In fact many pupils who possess characteristics typical of victims are protected against bullying because of such social factors as peer acceptance and supportive friends.

The big challenge for schools is to find ways to move our pupils from passive supporters or disengaged onlookers to defenders of the victims of bullying.

## The consequences for the bully

Those who bully, and bully successfully or without challenge, are likely to continue to use bullying behaviours in their relationships with other children and adults. Their bullying behaviour can become part of a more generally anti-social and disordered behaviour pattern.

Research indicates that boys who were bullies are twice as likely as their peers to have criminal convictions and four times more likely to be multiple offenders. Typically convictions were for aggression and violence and were often alcohol-related. A survey of young offenders found that 92% of them had engaged in bullying behaviour while at school.

People who have bullied may also go on to perpetrate domestic violence. Challenging bullying and other abusive behaviours is part of a school's role in contributing to a wider partnership strategy on reducing domestic violence.

It should be remembered that young people who engage in bullying behaviour may well have been bullied themselves previously or perhaps are still being bullied by others currently. It is important to consider the motivation for their behaviour and help address the needs of these children and young people too.



Court Lane Junior School



# Section 3

## Legal responsibilities

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006 Section 89 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. It also gives headteachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Education Act 2005 requires schools to evaluate whether pupils feel safe from bullying. The governing body should routinely discuss bullying.

## The Equality Act 2010

The Equality Act 2010 places a responsibility upon all publicly funded schools to protect pupils and teachers from harassment that is prejudice based. Whether a school is a faith one, a free one, a maintained one or an academy, the act applies. There are no exceptions. A school must not engage in any activity that promotes discrimination, whether that is through its delivery of the curriculum, its policy on admissions or by ignoring some forms of bullying when they are reported.

The Act identified 10 protected characteristics: age, breastfeeding, disability, gender reassignment, maternity, pregnancy, race, religion or belief, sex and sexual orientation. Not all may seem applicable but it is likely that most have relevance to the way our schools operate today.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

## Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

The City Council's Joint Action Team (Tel: 0845 671 0271) is the first point of contact for all referrals and contacts into Children's Social Care. A team of professionals from social care, education, health and the police will decide if a situation needs a children's social care response or if it should be responded to by another agency or service. They will then make sure that happens. The Joint Action Team can tell you which services, if any, are already involved with a child and together make sure that the right service is being provided quickly.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## Criminal law

Hate crime is 'any incident which constitutes a criminal offence which is perceived by the victim or any other person as being motivated by prejudice or hate, based upon a person's race, religious belief, sexual orientation, disability or transgender, or a persons perceived race, religious belief, sexual orientation, disability or transgender.'

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

- Some aspects of hate bullying can constitute criminal offences; these include physical assault such as kicking, punching, hitting, pushing or even spitting.
- Harassment would be a course of conduct rather than a one off event. It may include phone calls, following someone, letters and potentially harassing communications.
- Communication offences are a key issue for schools to consider as these can include communications through facebook, twitter, texting, sexting and emails that when indecent, threatening or offensive in nature, and/or have adverse impact on a victim, may constitute a criminal offence.
- Public Order Offences can include abusive language on its own and also include threatening behaviour.

The majority of incidents should be able to be dealt with by staff using school behaviour and bullying policies and procedures. If staff feel that an incident cannot be dealt with internally then they may wish to seek advice/assistance from the police.

## Bullying outside of school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying

incidents occurring anywhere off the school premises, such as on school or public transport or outside the local shops.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.



# Section 4

## The importance of tackling bullying

### Safety and emotional well being

The emotional effects of bullying on the individual can be serious and long lasting. Examples of the physical and psychological effects on pupils are:

- their lives are made intolerable
- their relationships within the family and friendships outside of school are impacted upon
- they may be frightened to come to school and to be in school
- some may blame themselves for 'inviting' the bullying behaviour and begin to view themselves as a failure
- they can feel isolated from their peers and may believe that there is something 'wrong' with themselves which has led to them being bullied
- they can spend their lives in fear and if this continues into their adulthood they may be reluctant to seek new education or work opportunities
- victims of bullying may become socially excluded and have an increased possibility of experiencing mental health problems
- they may suffer physical injury, panic attacks, sleeplessness, loss of appetite, depression, suicidal thoughts
- victims of bullying can have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates. Some may truant, run away from home or self-harm
- in extreme cases children may commit suicide as a result of bullying
- victims of bullying can, in some circumstances, become perpetrators of bullying.

### Educational achievement

Bullying impacts negatively on the achievement of individuals in school, and consequently on the achievement of the school as a whole.

Bullying can:

- affect concentration and learning and impact negatively upon motivation and confidence
- lead to pupils truanting or refusing to attend and thereby missing education at school because they are frightened to attend.

### Educational attainment at Key Stage 4

Young people who had reported being bullied at secondary school had a significantly lower Key Stage 4 (GCSE and equivalent) score than those who had not reported being bullied. This was particularly true for young people who had been forced to hand over money or possessions, and for young people who had been socially excluded.

This relationship may relate to issues such as disengagement from school and increased levels of truancy, which are likely consequences of bullying and which also lead to lower attainment later on. If we are able to reduce bullying in schools then more young people may remain engaged with their education and their subsequent attainment may be higher.

*London School of Economics Study – Research Report DfE-RR001, 11 May 2010, National Centre for Social Research*

## School ethos and reputation

A bullying culture can have consequences for the reputation of a school both internally and externally.

This means that:

- relationships with parents and the local community can be affected because the school is viewed as not being effective and caring
- observed bullying behaviour goes unchallenged
- pupils feel badly let down by adults in authority
- other pupils see bullying behaviour as acceptable
- other pupils see bullying behaviour as a quick and effective way of getting what they want
- the pupils not involved in bullying are ambivalent or uninvolved in trying to prevent it
- bystanders do nothing because they are afraid or apathetic.

## Ofsted and bullying

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.

The revised Ofsted framework states that, to achieve an outstanding verdict in addressing the behaviour and safety of pupils, schools need to show that parents, staff and pupils are unreservedly positive about behaviour and safety. Additionally, schools need to show that pupils' behaviour is 'impeccable' and that they are aware of the different forms of bullying that exist and actively seek to prevent them.

The leadership team must show that the curriculum has had a 'very positive impact on all pupil's behaviour and safety', and how the children's spiritual, moral, social and cultural development includes 'awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability'.

The revised Ofsted framework from 2012 places increased attention on anti-bullying work. Inspectors will consider the school's data on the "types, rates and patterns of bullying" and the "school's actions to prevent and tackle all forms of bullying and harassment, including prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability" (public sector equalities duties).

A school which is not actively working with pupils, staff, parents and carers to reduce bullying and challenge discriminatory attitudes, language and behaviour is putting itself at a disadvantage in the event of an inspection.

# Section 5

## Developing a school anti-bullying strategy

### Creating an ethos of good behaviour

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However, where a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff.

Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

The Ofsted report 'No place for bullying' June 2012, found that those schools with a **combined behaviour and anti-bullying policy** represented some of the strongest policies. This was because schools saw bullying as part of a continuum of behaviour, rather than as something separate. The report stated that 'by having one policy that is commonly linked, the school's expectations of behaviour to its stance on bullying led to greater clarity for both staff and pupils'.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Schools can use a range of rewards and celebration strategies to encourage pupils to behave well and take care of each other, for example:

- use of an Anti-Bullying Charter to communicate and celebrate the school commitment to anti-bullying (refer to Appendix 2)
- rewards for individual pupils who take a specific role in anti-bullying work, e.g. as peer mentors or 'listeners'

### Developing a whole school approach

A whole school approach ensures the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

A whole school policy against bullying is a written document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed. It is backed up by systems and procedures within the organisation and management of the school. It is important to be aware of links with existing policies and procedures.

The school's anti-bullying policy should build on effective behaviour and equal opportunities policies recognising that bullying affects teachers, families, non-teaching staff and governors as well as pupils.

Schools should involve these groups of people throughout the policy making process.

Some schools set out an anti-bullying charter following consultation with pupils, parents and staff. It is not a substitute for a policy, but does provide a statement of commitment to anti-bullying (the principles of an anti-bullying charter are provided at Appendix 2).

### Developing a clear policy – awareness raising and consultation

Involve everyone in a whole school audit of bullying. This can be done quickly and easily using an online electronic survey, but paper based surveys and face to face meetings can also be very effective.

Involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

Involve pupils and ensure that all pupils understand the school's approach and are clear about the part they can

play to prevent bullying, including when they find themselves as bystanders.

Agree what should be in the policy, e.g. aims and objectives of school in relation to bullying behaviour, an explicit definition of bullying, some preventative measures and procedures to follow when bullying takes place. The policy should be written in appropriate language for the audience and not be too long.

The policy should put emphasis on creating conditions in school to promote equality of opportunity and a positive attitude towards the diverse social, cultural and ethnic backgrounds of pupils, staff, governors and the community.

The policy should set out clear procedures with deadlines for action where possible for dealing with complaints and incidents. For example, what steps should be taken immediately? What records should be kept? Who should be informed? What sanctions may be implemented?

### Case Study: Charter Academy

Charter Academy undertakes an annual bullying survey. This enables the Academy to have an understanding of how parents, staff and students feel about our anti-bullying policy, and gives them a voice on how as a school we deal with any bullying issues.

## Engaging parents and carers

It is important for schools to work with parents to help them to understand the stance of the school as regards bullying and to engage promptly with them where an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. Parents should be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved.

Parents of pupils who experience bullying will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school. Parents of those causing bullying will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.



College Park Infant School

# Section 6

## Implementing the strategy

### Communicating and reinforcing policy and key messages

A clear lead and commitment from the senior leadership team is essential. They have to have a major role in effectively and repeatedly communicating key messages if the policy is to be really meaningful in the daily life of the school.

Everybody needs to know what the school's policy is and how they will be expected to put it into practice. A specific launch which brings together the school community can communicate and reinforce the policy. A launch has to be followed up with regular reminders of the key messages.

Assemblies are an important place to promote the policy. Themes such as friendship, conflict, power and trust can be used as a basis.

Tutorial work or class projects could be used to explore issues in depth. The content of the policy could be incorporated in artwork and displays of work in the entrance to the school and other prominent areas.

In addition to written information about the policy, schools might arrange meetings to discuss the policy with staff and parents.

#### Case Study: Admiral Lord Nelson School

Every year the school council and prefects take a lead on anti-bullying week and have produced innovative ways of spreading the anti-bullying message. The use of the blue band to show your support is one way. The other is visiting the art room during break or lunch to have their hand printed on paper using blue paint. They write the name on their hand print. These prints are then creatively displayed around the centre of the school seen by all raising the profile of the schools (and more importantly the students) stance on bullies.

#### Case Study: College Park Infant School

College Park Infant School produce a parent-friendly Anti-bullying leaflet for parents so there can be a very clear, joint understanding on the definition of bullying which deters some false allegations. This is consulted on annually during Anti-bullying Week each year and informs the schools' Anti-bullying Policy.

The school should organise regular training for its governors and its entire teaching and non-teaching staff. This establishes a common understanding within the school and emphasises the need for vigilance and the use of the most appropriate and effective strategies.

### Creating a safe environment for pupils to discuss and report bullying

Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber bullying.

Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done". It is therefore important that schools show that they can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from schools that nobody ever deserves to be bullied. The way that a school deals with the bullying of staff by pupils will also have an impact on the confidence of pupils to report bullying. It is important that schools demonstrate that bullying is a whole-school issue and that the bullying of any member of the school community will be taken seriously and dealt with effectively.

Schools can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

A range of tactics are used by schools to encourage reporting, for example:

- 'Help Me'/Bully Boxes which are emptied daily and acted on
- confidential web-based reporting systems
- 'befrienders' or 'buddies' who are stationed at a known location every day
- think books
- peer mentors
- text or email systems
- confidential phone numbers
- adult counsellors or drop-in facilities to talk with home-school workers/mentors.

## Reporting arrangements for parents and carers

Parents are frequently the ones to report bullying incidents to the school. Parent reporting systems are most effective when:

- reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken
- reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying
- parents have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child
- staff take actions to agreed timescales and report progress to parents
- parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

## When an incident of bullying is reported

All staff need to know how to respond appropriately to a bullying incident. Some staff, such as form tutors or class teachers, can be ideally placed to help with these procedures. Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated. The school should have systems that allow bullying to be reported in writing, and to deal with incidents reported anonymously.

## Recording bullying incidents

It is important for a school to have an effective way of recording incidents of bullying which can support the actions that are taken and be used to monitor the effectiveness of a school's anti-bullying strategy. Examples of incident bullying and record forms are provided at Appendices 3 and 4 which schools may want to use and /or adapt.

Keeping records of bullying incidents will enable the school to:

- manage individual cases effectively
- monitor and evaluate the effectiveness of strategies
- celebrate the anti-bullying work of the school
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary.



## Discussing bullying incidents with pupils

It can be difficult for staff to gain an accurate picture of events in relation to a reported incident of bullying. Tutors and class teachers can often build upon their special relationship with individual pupils to encourage honest and direct discussion. If the incident is not too serious, a problem-solving approach may help. This can include making arrangements to counsel victims and bullies as part of the procedures and ensuring that victims feel supported rather than ignored or undermined. It is helpful to have a clear investigation system which is known and understood by all involved.

### Case Study: College Park Infant School

At College Park Infant School we follow a set course of 5 stepped actions if an accusation of bullying is made:

**Be available:** Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support

**Listen to the victim:** Ask the victim who was involved and how she / he is feeling

**Record:** In more serious cases ensure the incident is recorded and that reports are collated

**Respond:** Ensure that your response is non-aggressive and provides a model of positive behaviour. Identify pupils with a long term need, requiring a development programme

**Follow up:** Review progress and evaluate policies and intervention

*Extract from: Promoting Anti-Bullying at College Park Infant School, Summary of Full Policy*

Schools have found that an effective way of dealing with bullying is by helping pupils to help themselves and each other e.g. through class, circle or tutorial time in understanding the needs of their peers. These can be planned sessions in which a 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.

## Disciplinary measures

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

Disciplinary penalties have three main purposes, namely 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

Sanctions should be used where bullying behaviour is clearly proven. Whatever sanctions the school undertakes they need to relate to the school's general discipline policy. Where incidents are mild a counselling or problem-solving approach may be useful.

Involvement of parents at an early stage is essential. It is vital that accurate records are kept of incidents and of how the school has responded. Care should be taken to ensure sanctions are balanced with support to help those who have bullied to change their behaviour. It will often be appropriate to complete a Common Assessment Framework (CAF) in cases where a pupil has engaged in repeated or severe bullying behaviour.

Exclusion should be used sparingly as it may not be the most effective way forward as a response to bullying. It should always be used as a last resort. Permanent exclusion may simply transfer the problem to another school and fail to address the underlying causes.

Where exclusion is used schools must plan for reintegration to ensure that the pupil responsible for bullying receives advice and guidance before re-joining their peers. Pupils must not be excluded from school for being bullied, even if the school believes they are doing

so for the child's benefit. The legislation on exclusion makes it clear that 'exclude' means exclude on disciplinary grounds.

Restorative approaches can sit alongside or be fully integrated into existing discipline and pastoral systems in schools. They provide a strategy and method for helping to unravel interpersonal conflicts, including bullying. There is a well-established evidence base to show that restorative approaches, increasingly used within the criminal justice system, can lead to changes in attitudes and increase understanding and empathy, which then leads to changes in behavior, including bullying behavior.

## Support for victims and bullies

In some cases, schools may feel that a child or young person's circumstances or behaviour make him or her vulnerable to anti-social behaviour, social exclusion, or possible offending either as a victim or perpetrator. The Common Assessment Framework (CAF) allows schools to gather information from the child, his or her parents/carers and other relevant agencies.

With parental consent the school can use the CAF to put in place a multi-agency programme of support which can be regularly reviewed.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. The City Council's Joint Action Team (Tel: 0845 671 0271) is the first point of contact for all referrals and contacts into Children's Social Care (refer to Section 3 'legal responsibilities').

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

## Identifying and supporting vulnerable children

Identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, mid-term arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

Plan positive action to support these pupils with all their teachers and identify an adult key worker to meet with them regularly. Provide them with peer support through buddy schemes and help them access clubs and out of school provision.

## Transition

Fear of bullying may be a concern for pupils during secondary transfer. Secondary schools should take these concerns seriously and explain their anti-bullying policy and practice in their literature; during visits to feeder primary schools; to pupils and parents during interviews and as part of their induction programme. Visits of peer supporters in the secondary school to primary schools can help to reinforce this and reassure pupils.

Primary schools can identify and provide information about vulnerable pupils so secondary schools can be proactive about providing appropriate support. The CAF is a useful tool for this purpose.

## Beyond the classroom

Much bullying takes place outside the classroom, usually out of view of adults. Schools can aim to reduce bullying by:

- increased supervision and the elimination of areas where supervision is obstructed
- making positive improvements to school facilities to support positive use of break times, supported by a play policy
- create “safe spaces” for vulnerable pupils
- mapping bullying ‘hotspots’ and increasing supervision in these areas where appropriate
- working with pupils on personal safety themes
- training of pupil anti-bullying ambassadors and making them clearly identifiable (e.g. wristband, badge, etc).

## Working with other agencies

Use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.

Work with the wider community such as the police and children’s services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.

Police Safer Neighbourhood Teams can advise on reporting crimes including assault, threat and harassment if the victim wants to take further action or if the school feels that there is a risk to the public. Police officers can take an active role in ensuring playgrounds and routes to and from school become safer. Several school-attached police officers have been trained in Restorative Justice approaches to resolving incidents.

This model is best applied as a whole school approach to handling a range of incidents and not just for critical incidents.

Some pupils who have been bullied may retaliate violently against the perpetrators. In such cases it is advisable to check the facts to establish the extent of the bullying, the effectiveness of the school’s response to previous incidents and allow the young person to put his or her case. Incidents in which a young person has been persistently bullied and responds inappropriately should be considered differently from unprovoked attacks.

## Training of staff and governors

All staff (teachers, support staff, temporary staff) and governors should receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying.

Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school’s policy, understand what their role is in dealing with bullying, the legal responsibilities regarding bullying, how to resolve problems and know what sanctions and behaviour management strategies are in place, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs (SEN) and lesbian, gay, bisexual and transgender (LGBT) pupil.

# Section 7

## Monitoring and evaluation

The Education Act 2005 requires schools to evaluate whether pupils feel safe from bullying. The governing body should routinely discuss bullying.

To ensure that the policy is working effectively and to help schools identify patterns of bullying behaviour there must be mechanisms for monitoring, reviewing and evaluating. This process will provide schools with the necessary information to assess and evaluate whether their efforts to reduce and eliminate incidences of bullying and harassment are successful. Monitoring will help schools to identify whether policy and practice needs amending. In developing the policy schools should build in an annual review date in addition to regular monitoring and evaluating.

Each school should establish a methodology for recording and reporting on incidents of bullying and harassment in its school.

Schools may wish to involve pupils in the process of monitoring and evaluating, and methods of consultation can be undertaken for example through the School Council. In doing so it might provide baseline data as an indication of measuring levels of bullying and harassment over a period of time.

Governing bodies should require schools' analysis of bullying and the actions taken to be included in the headteachers' report to governors, and challenge and support the school accordingly. Governors should also independently seek the views of pupils, parents, staff on a regular basis to evaluate effectiveness.

Areas of bullying and harassment to consider for monitoring could include:

- the number of reported incidents of bullying and harassment
- how these incidents were addressed, the outcomes and feedback given
- where the incidents took place
- the levels of parental involvement
- number of staff and governors undertaking training
- contacts with external agencies and support services
- background of the perpetrators and victims i.e. age, culture, ethnicity, faith, religion, sexual orientation, any special educational needs or disability.

This list is not exhaustive and schools will wish to add their own areas of concern.

Monitoring and evaluation should be undertaken by a key member of staff who identifies progress and highlights where the policy is really effective. Within this strategy it should be made clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

A termly report to governors, parents and staff is good practice.

Information on the extent of bullying can be drawn from school incident records, surveys of staff, parents and pupils and anonymous reporting systems.

Schools can incorporate the results of their evaluation of the anti-bullying policy in their Self-Evaluation Form (SEF).

After working through these strategies, schools may find that:

- staff are more vigilant and responsive to bullying
- fewer pupils report being bullied
- fewer pupils report that they have bullied others
- more pupils say they would not join in bullying
- more pupils would tell a member of staff if they were being bullied.

# Section 8

## Opportunities to promote anti-bullying messages through the curriculum

The most effective way of preventing bullying is through the curriculum.

With the new National Curriculum coming into force in 2014, it is the ideal time for schools to think about how to include anti-bullying issues in the classroom.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So, when reviewing the curriculum for anti-bullying work, schools will find it useful to review:

- the school curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as PSHE, Citizenship and in the Social and Emotional Aspects of Learning (SEAL) programme
- how assemblies, class time, and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice
- how transition is planned and delivered:
  - at planned times (e.g. for year 6 and 7 pupils)
  - for individuals arriving at other times in the school year
  - for individuals needing specific support.

Schools should ensure that their curriculum, including their personal, social and health education (PSHE) and citizenship curriculum:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- includes a clear progression that takes account of the age and maturity of pupils
- is tailored to the particular needs of the current and anticipated intake of the school
- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

Within the National Curriculum for PSHE pupils should be taught:

- Key Stage 1: “that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying”
- Key Stage 2: “to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities” and “to realise the nature and consequences of racism, teasing and bullying and aggressive behaviours, and how to respond to them and ask for help”
- Key Stage 3: “the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities”
- Key Stage 4: “the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse”

Opportunities occur through developing a teaching programme within a Personal, Social, Citizenship and Health Education programme to be delivered across all Key Stages.

Social and Emotional Aspects of Learning (SEAL) provides a whole-school approach for pupils to develop the social and emotional skills that enable effective learning to take place. The skills being promoted include self-awareness, empathy, managing feelings, motivation and social skills. Many of the themes and development areas of both the primary and secondary SEAL objectives relate directly to the promotion of a culture and ethos for anti-bullying.

Cross curricular development and classroom strategies:

- the development of Circle Time strategies and linked programmes offer pupils and teachers the opportunity to explore and examine the issue of bullying in a structured and supportive way
- many subject areas within the existing curriculum could be used to promote anti-bullying values and co-operative behaviour
- encourage co-operative behaviour by praising pupils for being helpful, kind and caring to peers and adults in the school and setting them tasks in which they take responsibility for the care of others e.g. welcoming visitors
- encourage co-operative activity through group tasks, experiments and investigations
- drama and role-playing - pupils can be shown through drama and role-play how to deal with or prevent bullying and can learn alternative means of resolving conflict
- reading stories that tackle this issue.



If you are **naughty, unkind, unhelpful, barging people, hitting + kicking, say rude words** and you **don't listen** you will make the people around you feel **upset, unhappy, sad**, feel that they **have to be bad too, not want to be at school** and might **affect their learning**.



If you are **helpful, have good manners, listen** when talked too, **well behaved** and **considerate** you will make the people around you feel **happy, able to learn, love being at school, like you, feel confident and welcomed**.

# Section 9

## Focus on types of bullying and related anti-bullying strategies

### Homophobic bullying

Homophobic bullying occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people. It is experienced by:

- young people who are lesbian, gay or bisexual
- young people who are thought to be lesbian, gay or bisexual
- young people who are different in some way – they may not act like the other boys and girls
- young people who have gay friends, or family or their parents/carers are gay
- teachers, who may or may not be lesbian, gay or bisexual.

Homophobic bullying has become commonplace in British schools in recent years. Independent research conducted by the University of Cambridge on behalf of Stonewall revealed that more than half of lesbian, gay and bisexual young people experience homophobic bullying, which impacts on their attendance, attainment and future education and prospects.

Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are gay. A recent study found that three in five gay pupils never tell anyone (either at home or in school) when they are being bullied.

Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- **Verbal abuse** – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay', for example 'you're such a gay boy' or 'those trainers are so gay'
- **Physical abuse** – including hitting, punching, kicking, sexual assault and threatening behaviour
- **Cyber bullying** – using online spaces to spread rumours about someone or exclude them. It can also include text messaging, including video and picture messaging.

The following facts taken from Stonewall's The School Report 2012 and The Teacher's Report 2009 demonstrate the extent of the issue:

- 55% of lesbian, gay and bisexual pupils in secondary schools experience homophobic bullying, which can manifest itself in name calling, cyberbullying and physical abuse
- 1 in 4 lesbian, gay and bisexual pupils experience homophobic cyberbullying and 1 in 10 are bullied by text message
- 44% of gay pupils skip school as a result of bullying as pupils try to remove themselves from the situation
- fewer than a third of gay pupils say their school responds quickly to homophobic bullying when it occurs
- more than half of gay young people are never taught anything about lesbian, gay and bisexual issues in their lessons
- more than half of gay young people deliberately harm themselves, and nearly a quarter have tried to take their own life at some point
- 3 in 5 young people who experience homophobic bullying say that it impacts on their school work
- just 1 in 16 pupils report having had any mention of sexual orientation in lessons outside of PSHE
- 9 in 10 teaching and non-teaching staff at primary and secondary schools have never received any training on how to prevent and tackle homophobic bullying.

Schools are also faced with the challenge of derogatory language being used as commonplace insults. According to Stonewall 96% of LGB pupils hear derogatory phrases such as "dyke" or "poof" used in school and 99% of them hear "that's so gay" or "you're so gay" at school.

Homophobic abuse is also directed at young people who are perceived not to follow conventional patterns of behaviour. It is often present in institutions which fail to challenge it, including schools. Derogatory phrases such as 'so gay' may not necessarily be being used in a negative way by a young person who may not understand the meaning and the effect it can have on an individual. It is therefore important that such phrases

are challenged but in a supportive and understanding environment.

In response to this, Portsmouth City Council (PCC) has signed up to Stonewall's Education Champions Programme through which the Council will provide educational resources and training support to local schools to help them tackle homophobic bullying. PCC has completed Stonewall's Education Equality Index to benchmark itself against other Local Authorities and to demonstrate the delivery of improved and measurable outcomes. This will be completed on an annual basis.

## Strategies for addressing homophobic bullying in schools

To create an inclusive environment in your school where all pupils feel safe and are able to fulfil their potential requires a whole school approach. Homophobic bullying is most effectively challenged through a whole school approach that is systematic and integrated throughout the primary and secondary curriculum.

School leaders should seek to create a school ethos in which pupils understand that homophobic bullying is as unacceptable as racist or sexist bullying. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

The following 10 steps can be taken to address homophobic bullying in your school:

### **Step 1: Acknowledge and identify the problem of homophobic bullying.**

The most important step is to recognise that all sorts of bullying takes place in schools, even if some forms that are not immediately visible. Homophobic bullying is commonplace in our schools, yet many schools do not adequately acknowledge the problem.

### **Step 2: Develop policies which recognise the existence of homophobic bullying**

Specific mention of homophobic bullying should be made in schools' anti-bullying policies and it should be recorded as a specific category of bullying in order to allow schools to identify the extent of the problem. In cases where religion is used as a defence for the expression of homophobic attitudes this should be

addressed by referring to the school's attitude to all forms of discrimination.

### **Step 3: Do not make assumptions**

Do not assume that all pupils in a class are, or will be, heterosexual. Do not assume that all staff in a school or college are heterosexual. And do not assume that all pupils experiencing homophobic bullying are gay

### **Step 4: Address staff training needs**

Do not assume that only lesbian, gay and bisexual staff are able to deal with homophobic bullying, but ensure that all staff are confident they know how to react to such situations. Training support is available both locally (Portsmouth City Council's 4U Project and Hate Crime Service) and nationally (Stonewall)

### **Step 5: Promote a fully inclusive curriculum**

Primary Schools can use Stonewall's Different Families resources and recommended books and the DVD FREE.

Secondary schools can use the subject-specific ideas from Stonewall's Oh no! Not the gay thing! (a pack with subject-specific ideas on how to address lesbian, gay and bisexual issues across the curriculum) and FIT DVD (a powerful film for Key Stage 3 and 4 students). Stonewall will be releasing shortly a series of resources to show schools the opportunities they have to talk about lesbian, gay and bisexual people in lessons.

For more details about lesson plans go to: [www.stonewall.org.uk/celebratingdifference](http://www.stonewall.org.uk/celebratingdifference)

### **Stonewall's FREE – for primary schools**

Stonewall launched FREE in April 2014 – a new ground-breaking film for primary school pupils. The sequel to Stonewall's acclaimed film for secondary school pupils, FIT, FREE follows the stories of four children as they explore family, friendship and what it means to be yourself, and conveys a powerful message about diversity and respect. FREE will help primary school teachers to challenge homophobic bullying and language and shows the importance of celebrating difference.

### **Step 6: Feel able to use outside expertise**

People working in external agencies can offer support, both outside and inside the classroom, in addressing homophobic bullying. Locally, there support is available through the Council's 4U project and Hate Crime Service.



Consider joining Stonewall's Primary and Secondary School Champions Programme – Court Lane Junior School and Charter Academy are two of over 400 schools nationally that have signed up to Stonewall's programme. The programme provides schools with training, resources and support to empower pupils and staff to celebrate difference and challenge prejudice.

To find out more, visit [www.stonewall.org.uk/schoolchampions](http://www.stonewall.org.uk/schoolchampions)

### **Step 7: Encourage role models**

Openly gay staff, governors, parents/carers and/or pupils can all be strong role models for the school.

### **Step 8: Promote a positive social environment**

The ethos of the entire school community, including all staff and parents/carers, should be there to support all pupils, regardless of their differences and to ensure they are happy and safe. In secondary schools consider the establishment of a Gay Straight Alliance Group for pupils as has been established in over 4,000 high schools in the US and which are now beginning to be established in the UK. Such groups can support gay pupils and create an environment where they can socialise with straight friends and work together against discrimination.

### **Step 9: Celebrate achievements**

Make successes known, such as updating the school anti-bullying policy or reducing the incidence of bullying, through tutorial time, newsletters, notice-boards or websites. Consider national awards such as the Diana Award.

### **Step 10: capitalise on events**

For example, Lesbian Gay Bisexual Trans History Month takes place every year in February and celebrates the lives and achievements of the LGBT community. LGBT History Month offers an opportunity for assemblies, projects, displays and lesson activities to actively make young people question homophobia. Consider having a focus on homophobic bullying during Anti Bullying Week.

### **Case Study: Priory School**

Following an alleged homophobic bullying incident in the school, Scott Lewis (Assistant Headteacher) arranged an initial meeting with the LAGLO (Tracy Mann, Police Community Support Officer). Tracy was able to offer various levels of support to staff and pupils on how to deal with this type of bullying. A further meeting was then arranged with Scott, all Year Leaders, Tracy and Lolene Elkington (PCC Hate Crime Officer, Community Safety) to discuss the needs of the school and ideas for a way forward.

As a result of this an action plan was put together which included the following:

- A comprehensive training programme led by Tracy and Lolene with key pastoral staff around the issue of homophobic bullying in schools - completed in June 2013.
- A one hour slot on an INSET day was then given to Tracy and Lolene who gave a presentation to all staff in the school on the issues surrounding homophobic bullying, together with ideas about how to address negative language - completed in September 2013.
- Tracy and Lolene then gave assemblies to all pupils in the school (one year group at a time) over one week highlighting the use of negative language whilst teaching that the word 'gay' should not be used as a descriptive word to describe something in a negative form – completed in September 2013.

## **For further resources go to:**

### **Anti-bullying Alliance**

#### **Safe to Learn: Homophobic Bullying**

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. This included a guide on homophobic bullying. Safe to Learn is no longer government guidance but practitioners may still find these resources useful. The suite of information can be downloaded from this site.

<http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

### **Educational Action Challenging Homophobia (EACH)**

Established to challenge homophobia in education. The charity's services to individuals and agencies include: an actionline for young people who have been the target of homophobic or transphobic bullying and harassment; training to support change; and Reach, a Big Lottery funded project which aims to create a toolkit of resources for formal and informal youth settings to help tackle homophobic, sexist and cyber bullying

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Tel: 0808 1000143

### **Ofsted – [www.ofsted.gov.uk](http://www.ofsted.gov.uk)**

Exploring the school's actions to prevent and tackle homophobic and transphobic bullying – briefing for Section 5 inspection, Sept 2012

[www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies](http://www.ofsted.gov.uk/resources/briefings-and-information-for-use-during-inspections-of-maintained-schools-and-academies)

### **Show Racism the Red Card Homophobia Let's Tackle It!**

An educational pack for secondary schools that includes a 17 minute DVD which focuses on homophobia within sport, and features many top sporting personalities and contains a wide variety of visual, auditory and kinaesthetic activities.

<http://www.srtrc.org/resources/homophobia>

### **School's Out!**

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.

[www.schools-out.org.uk](http://www.schools-out.org.uk)

Tel: 01273 298299

### **Stonewall**

Stonewall was established to create a professional lobbying group that would prevent such attacks on lesbians, gay men and bisexuals from ever occurring again. Stonewall has developed a range of resources for schools under its Education for All campaign, which was launched in January 2005, and helps tackle homophobia and homophobic bullying in schools.

[www.stonewall.org.uk/educationresources](http://www.stonewall.org.uk/educationresources)

Email: [education@stonewall.org.uk](mailto:education@stonewall.org.uk)

Tel: 08000 50 20 20 (free from landlines)

Staying Safe Online - Stonewall has produced a Staying Safe Online guide which provides practical advice and guidance for teachers and parents on keeping all young people, including lesbian, gay and bisexual young people, safe online.

Visit [www.stonewall.org.uk/resources](http://www.stonewall.org.uk/resources)

### **4U Youth Project - PSHE LGBTQ ASAP for Secondary Schools**

Delivered by Portsmouth City Council's 4U Youth Project (which supports young people regarding both sexuality and gender identity), this 45-60 minute fully interactive lesson explores 'labels' of sexual orientation identities, the coming out process, celebrity role models, the use of the word 'gay' as an insult and how to support a peer who comes out. This interactive lesson has been delivered to more than 2,000 pupils across the City.

The 4U Youth Project has also recently released a DVD which involves young people from Portsmouth discussing issues around homophobic language, myths and labels which can be used in the classroom.

A shortened version is available to view on YouTube at: [http://youtu.be/CF\\_RIH-kg6g](http://youtu.be/CF_RIH-kg6g). The full version is available to Portsmouth's Schools only.

<http://www.iyssportsmouth.info/4uproject/>

## Cyber bullying

Cyber bullying is any form of bullying which takes place online or through your mobile phone. Social networking sites like Facebook, Twitter, MySpace, Flickr, Instagram and YouTube; and online forums like LittleGossip, Snapchat, Ask.FM and instant messaging on MSN and gaming forums can be great fun. But what do you do when things go wrong? Cyber bullying is rife on the internet and most young people will experience it at some time.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber bullying is a different form of bullying and can happen at all times of the day, with a potentially much bigger audience, and more accessories as people forward on content at a click. Adults tend to be much less familiar with the ways in which it is conducted than young people. Unless reported by young people, this type of bullying is at risk of being 'off the radar' for many adults.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

The Education and Inspections Act 2006 gives headteachers the power to regulate the conduct of pupils when they are away from school premises. As long as the school's behavioural policy makes it clear that disciplinary sanctions may be imposed, even in relation to conduct which takes place outside school premises, there is no reason why the headteacher cannot take action against a pupil who bullies other pupils or staff members online using a home computer, mobile phone or tablet.

For many young people significant aspects of their social interaction are conducted online. This is their mechanism for communication and for building or losing prestige with their peer group. The process of 'liking' provides continuous feedback of popularity and status within the group and potential risk of alienation. For some individuals this will be as a result of a complex range of reasons related to perceptions of 'not fitting in'.

Cyber bullying can significantly add to victims' sense of insecurity and isolation, more so than any other kind of bullying. They can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.

A rapidly emerging concern is 'sexting' and 'fraping'. Sexting is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet. Research from the charity Beatbullying indicates that over a third (38%) of under 18s have received an offensive or distressing sexual image via text or email. Common 'sexts' include images of young boys exposing themselves, boys requesting girls to remove their clothing and images of sexual acts which would be considered by most as pornographic. Fraping is the sending of messages on facebook by a third party. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an expanding and rapidly evolving area of concern.

In cyber bullying, bystanders can easily become perpetrators by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' who actively support cyber bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

In Portsmouth, the Portsmouth Safeguarding Children Board has developed an E-safety Strategy 'Children Protected when Connected'. For further information go to [www.portsmouth.gov.uk](http://www.portsmouth.gov.uk) and search for 'online safety'.

To keep young people and their parents/guardians up-to-date about staying safe on the internet or using the latest mobile technology, Hampshire Constabulary has launched a Personal Internet and Cyber Safety (PICS) campaign to let youngsters know how they can protect themselves online and show parents what they need to be on the lookout for in order to support their children. There are appropriate links which you can click on to access the latest online safety information: primary school; secondary school; and parents, carers and guardians.

Hampshire Constabulary's personal internet and cyber safety six point plan for children is set out below:

1. Do not give out personal details or photographs
2. Don't take other people at face value – they may not be who they claim to be
3. Never arrange to meet someone you've only met on the internet
4. Always stay in public areas of chat, where there are others around
5. Don't click on a link or download a file unless you know and trust where it has come from
6. Never respond directly to anything you find disturbing – save or print it, log off and tell an adult

## Strategies for addressing cyber bullying in schools:

Good practice in terms of strategies that schools can adopt to prevent cyber bullying and to promote the safe and positive use of technology include some of the following principles and strategies:

- Review and update existing anti-bullying, behaviour and pastoral care policies to include cyberbullying – ensure that pupils, parents and staff are all aware of the procedures and sanctions for dealing with cyber bullying, including bullying that takes place out of school
- Create clear policies and procedures on internet use in school - it is advisable that schools establish, or review existing, acceptable use policies, referencing responsible use of school it networks and equipment, VLEs and mobile phones
- Provide clear definitions of cyber bullying and information about how pupils can report any concerns about the inappropriate use of technology



Court Lane Junior School

- Ensure staff are trained and aware of the options available to prevent cyber bullying and how to support students
- Ensure that staff have a clear understanding of the boundaries between their own professional and personal use of social networking
- Identify a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety
- Provide education and discussion around the responsible use of technologies and helping children and young people deal confidently with any problems that might arise, in or out of school
- Make use of the curriculum to promote a culture and ethos for the responsible and safe use of technology
- Provide information for parents and carers about the ways in which they can support the positive use of technology
- Record, investigate, respond and monitor any instances of cyber bullying, working in partnership with pupils, parents and staff. The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid the investigation
- Some forms of cyber bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options can include contacting the service provider, confiscating phones and contacting the police (in relation to illegal content)
- Advise those experiencing cyber bullying on steps they can take to avoid recurrence
- Take steps to identify the person responsible for bullying - steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and with the police involvement, obtaining user information from the service provider
- Once the person responsible for the cyber bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour.

Technology specific sanctions for pupils engaged in cyber bullying could include removing the right to use a mobile phone on the school site.

#### **For further resources go to:**

##### **Anti-bullying Alliance**

##### **Safe to Learn: Cyber Bullying**

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. This included a guide on cyber bullying. Safe to Learn is no longer government guidance but practitioners may still find these resources useful. The suite of information can be downloaded from this site.

<http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

##### **Chatdanger**

Run by Childnet International, the site offers advice and guidance about the dangers of online chat, email, games, etc.

[www.chatdanger.com](http://www.chatdanger.com)

##### **Childnet International**

Childnet aims to help make the internet a great and safe place for children and young people, providing support to young people, teachers and parents / carers. The site includes an E-safety INSET presentation designed to be delivered by the e-safety lead, or designated staff member.

[www.childnet.com](http://www.childnet.com)

##### **Cyberbullying.org**

One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyber bullying. A Canadian based site.

[www.cyberbullying.org](http://www.cyberbullying.org)

##### **Digizen**

It shares specific advice and resources on issues such as social networking and cyber bullying and how these relate to and affect their own and other people's online experiences and behaviours. Information for educators, parents, carers and young people.

[www.digizen.org/](http://www.digizen.org/)

##### **Get Safe Online**

Provides advice on how people can use the internet confidently, safely and securely.

[www.getsafeonline.org](http://www.getsafeonline.org)

### **Keeping Kids Safe O2**

O2 have produced some useful guidance around cyber safety called 'Keeping Kids Safe'. The guidance is aimed at parents but useful for those working with young people too.

[www.o2.co.uk/parents](http://www.o2.co.uk/parents)

### **Kidscape**

Kidscape has some useful tools for schools that specifically deal with victims of cyber bullying.

[www.kidscape.org.uk](http://www.kidscape.org.uk)

### **Portsmouth Safeguarding Children Board - E-safety Strategy**

Trolls Campaign for Portsmouth Schools.

The campaign includes a book and leaflet that is given out to all school children entitled 'Beware of Lurking Trolls' and is supported by a school engagement campaign.

[www.portsmouth.gov.uk](http://www.portsmouth.gov.uk) and search 'safety online'

Contact: Lindy Elliott, E-Safety Chair, PCSB

Tel: 023 9268 8058 Mobile: 07585 669870

E-mail: [lindy.elliott@portsmouthcc.gov.uk](mailto:lindy.elliott@portsmouthcc.gov.uk)

### **Stonewall 'Staying Safe Online'**

Stonewall has produced a Staying Safe Online guide which provides practical advice and guidance for teachers and parents on keeping all young people,

including lesbian, gay and bisexual young people, safe online.

[www.stonewall.org.uk/resources](http://www.stonewall.org.uk/resources)

### **Think U Know**

Set up by the Child Exploitation and Online Protection Centre (CEOP), Thinkuknow is a website with many resources for teachers and professionals to download and use in the area of Internet safety. You will be required to register on the site before you are able to use the resources.

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **UK Safer Internet Centre**

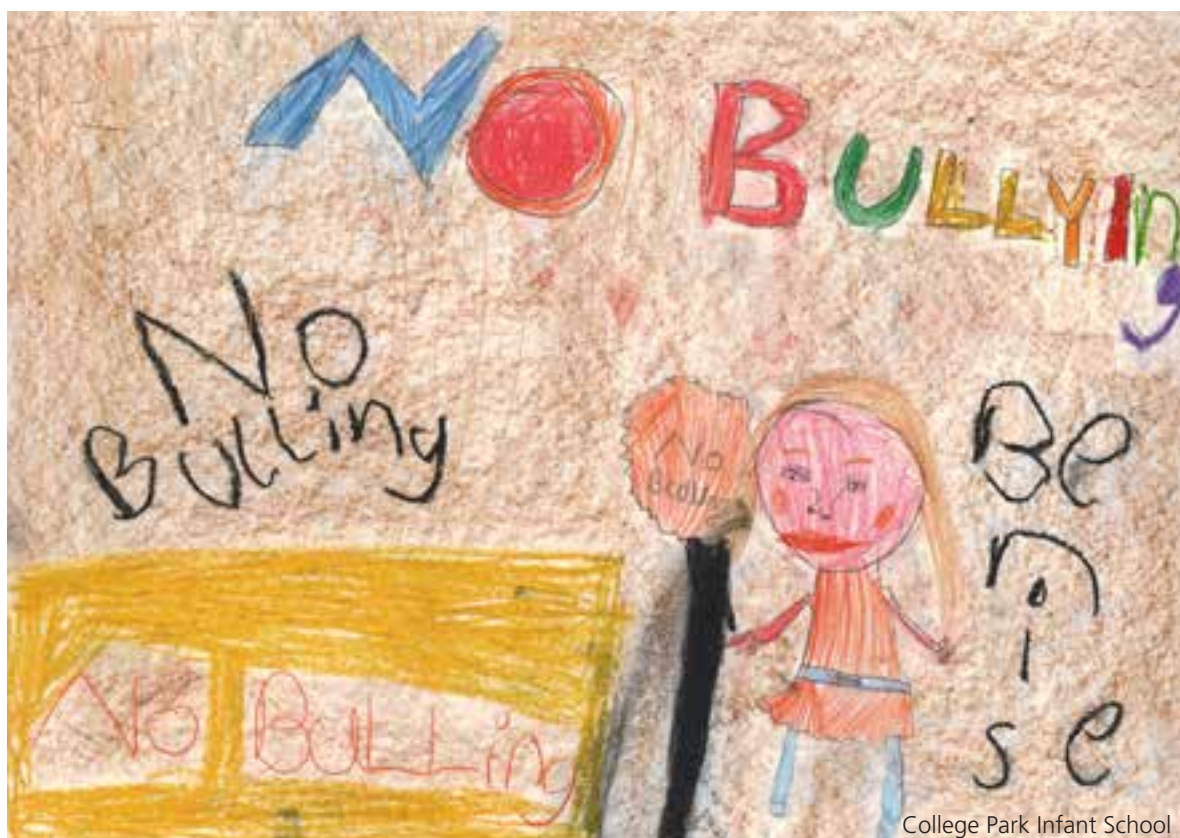
The UK Safer Internet Centre is coordinated by a partnership of three leading organisations; Childnet International, the South West Grid for Learning and the Internet Watch Foundation. It is co-funded by the European Commission and has three main functions: an Awareness Centre, a Helpline and a Hotline.

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **Web We Want**

EU sponsored booklet which provides both resources for teachers and a forum for children across Europe to comment on the resources and their experiences of using them.

[www.webwewant.eu](http://www.webwewant.eu)



College Park Infant School

## Gender bullying

Gender bullying is widespread and it impacts on both females and males although it is principally perpetrated by boys and men. It can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with gender bullying may also include:

- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation
- (and in extreme cases) sexual assault or rape.

Sexual bullying and harassment at school can affect studying and learning as well as a pupil's self esteem. In addition to feeling upset, young people may not talk as much in class or may find it hard to concentrate. They may participate less and lack attention in the classroom, achieve lower grades than they might expect, and have lower academic self-esteem. They may also display avoidance behaviours such as changing their seat in class or not wanting to go to school at all.

Strategies for addressing gender bullying in schools include:

- making explicit reference to sexual or gender bullying within the school's anti-bullying policy
- promoting curriculum opportunities to address gender bullying and gender stereotypes.
- promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum
- skills and strategies to deal effectively with the impact that language has on all aspects of diversity and equality
- recording of all incidents of sexist language and bullying and using this to inform future practice
- involving key stakeholders in training, policy development and measures to support an ethos for respect and anti-bullying.

Sexual bullying is a difficult challenge for school staff to address but steps must be taken to promote a culture of respect and good behaviour at school.

The NSPCC has developed a 10-point guide in partnership with Womankind to help schools tackle the problem (see below). The guide recommends proactive steps to take in education settings, such as displaying a clear and concise statement on sexual bullying; steps for individuals, such as challenging incidents of sexual bullying when they occur; and for the community, such as getting involved in local and national support networks that work on preventing sexual bullying.

Professionals believe that any strategies for dealing with sexual bullying must be integrated within a whole-school approach that looks at gender relations between girls and boys, as well as men and women.

Schools can help encourage reporting by providing confidential boxes, and phone numbers or email / text systems as well as offering counselling facilities and peer mentors. These allow pupils to report their concerns more easily and help them to feel confident about being taken seriously.

## 10 point guide to stop sexual bullying in education settings

This NSPCC 10 point guide has been developed in partnership with WOMANKIND Worldwide

### Pro-active – education setting:

1. Develop, design and display a clear and concise statement on sexual bullying. Pupils, staff and governors should all participate in the creation of this and be involved in its display and monitoring. This statement should be included in relevant school policies.
2. Develop a culture of respectful relationships and gender equality which is supported and modelled by headteachers, senior managers, governors, and all staff.
3. Have clear policies, procedures and initiatives of which all staff are aware and feel confident to implement, for responding to, resolving, recording, reporting sexual bullying and supporting young people who have experienced sexual bullying. Ensure these are regularly reviewed and updated in consultation with staff, students/pupils, parents/carers and in line with government guidance.

4. Assess the development needs of all staff and provide training to build knowledge and skills in stopping sexual bullying.
5. Ensure that lessons are delivered that challenge gender stereotypes, explore respectful relationships and develop students/pupils understanding about and impact of sexual bullying. This can include lessons within the PSHE curriculum and a review of the curriculum to identify all areas to focus on gender equality and developing healthy relationships. Ensure curricular activities are accessible to all students of all abilities.
6. Join or create a working group which can focus on gender equality including raising issues such as sexual bullying through the schools Anti-Bullying and Gender Equality schemes.

**Pro-active – individual:**

7. Commit to developing your own understanding of sexual bullying, its effects on girls and boys and how to stop it.
8. Challenge all incidents of sexual bullying when you see, hear or are told of it.
9. Share information on stopping sexual bullying with others in line with policy and procedures. This includes tackling cases of sexual bullying, running campaigns, delivering assemblies and lessons, updating policies and collecting research to stop sexual bullying in the school.

**Pro-active – community:**

10. For schools to get involved with and promote local and national support networks and events that work on preventing sexual bullying. Know about and become involved in anti-bullying week and the International day for the Elimination of Violence Against Women; ChildLine; Womankind Worldwide; NSPCC Helpline; Women’s Aid, White Ribbon Campaign.

**For further resources go to:**

**Anti-bullying Alliance**

Safe to Learn: Sexist, Sexual and Transphobic bullying  
The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled ‘Safe to Learn’. This included a guide on sexist, sexual and transphobic bullying. Safe to Learn is no longer government guidance but practitioners may still find these resources useful. The suite of information can be downloaded from this site.

<http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

**Gendered Intelligence**

Gendered Intelligence is a community interest company that looks to engage people in debates about gender. They work predominantly within young people’s settings and have educative aims.

<http://genderedintelligence.co.uk/>

**NSPCC**

An introduction to sexual bullying, including information about its prevalence, who it affects, and how it might impact on schooling and learning. The NSPCC also provides guidance for professionals on managing sexual bullying and suggest sources of advice for children, young people and parents.

[http://www.nspcc.org.uk/Inform/research/questions/sexual\\_bullying\\_wda70106.html](http://www.nspcc.org.uk/Inform/research/questions/sexual_bullying_wda70106.html)



## Bullying around racism, religion and culture

Racism around skin colour continues to be prevalent and serious, and schools must continue to be alert to it and to challenge it. But there are also forms of racism which are primarily to do with culture, customs and heritage and these too must be addressed and countered by schools.

Portsmouth City Council's Ethnic Minority Achievement Service provide some separate and more detailed guidance and a FAQ specific to this area of work '*Dealing with racist incidents: guidance for schools*', details of which are given in the further resources section.

As a result of successive legislation, the most recent of which is the Equality Act 2010, governing bodies need to ensure effective policies and strategies for tackling racist incidents and promoting racial equality.

A racist incident is any incident which is perceived to be racist by the victim or any other person – Race Relations (Amendment) Act 2000.

This recommended definition is not to prejudge the question of whether a perpetrator's motive was racist. The purpose of the definition is rather to ensure that investigations take full account of the possibility of a racist dimension to an incident and that statistics are collated on a uniform basis:" (*Code of Practice on Reporting and Recording Racist Incidents, Home Office, May 2000*).

This definition is also designed to take account of the fact that there is under-reporting of racist incidents and to provide a starting point for schools in addressing the wide range of behaviours which could be racially motivated. Schools are strongly encouraged to contact Portsmouth's Hate Crime Service when they are unsure as to whether an incident is racist or not.

Racist bullying can range from name-calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual or individuals on the grounds of their perceived racial cultural and national or religious identity. Not only is this behaviour unacceptable within the school context, it is also unlawful and all schools must take the appropriate action to ensure that such behaviour is eliminated.

It should be made clear that failure to deal with what can be a minor incident, could be seen as condoning racism and may well lead to more serious incidents in the future. One implication is that schools' procedures must apply to "victimless" action, such as graffiti. Another is that in schools where there are few minority ethnic pupils, they need to adopt an approach that is as robust as that in schools where minority ethnic pupils predominate.

The distinctive feature of a racist attack or insult is that a person is attacked not as an individual, as in most other offences, but as the representative of a family, community or group. This has three particularly harmful consequences:

- Other members of the same group, family or community are made to feel threatened and intimidated as well. It is not just the pupil who is attacked who feels unwelcome or marginalised.
- Since racist incidents affect a group as well as an individual, they are experienced as attacks on the values, loyalties and commitments central to a person's sense of identity and self-worth, their family honour, friends, cultural heritage, religion, community and history. Racist, cultural and religious abuse is accordingly more hurtful than any or most of other kinds of abuse.
- Racist attacks are committed not only against a community but also, in the eyes of offenders themselves, on behalf of a community – offenders see themselves as representative of, and supported in their racism by, their friends, family and peer group. It is therefore essential that a school should provide support for pupils who are attacked, and take care not to provide any kind of comfort or encouragement to the offenders, or to the group or community to which the offenders see themselves as belonging.

Racist incidents involving Gypsies, Roma and Travellers should be dealt with under these guidelines and procedures and preventative and awareness raising work should also be undertaken to prevent discrimination against these groups before it occurs.

Responses to racist incidents should be part of a broader whole institutional approach to prejudice-based discrimination, which has a focus on creating a climate that prevents such incidents occurring. A positive

anti-racist school ethos and anti-racist curriculum and which celebrates diversity is vital. The National Curriculum requires schools to educate pupils to “challenge discrimination and stereotyping” and Ofsted has evaluated that strong leadership on handling race-related incidents in schools contributed to better racial harmony within schools (2005 ‘Race Equality in Education’).

Research and guidance nationally is quite consistent in identifying the characteristics of the schools that are most successful in closing the achievement gap between black and minority ethnic pupils and their peers. Such schools link all their work on race equality to their wider agenda of school reform, and it forms an integral part of their School Improvement Plan.

During inspections, a judgement is made about behaviour and safety. Inspectors take into account pupils’ behaviour towards, and respect for, other young people and adults, including “freedom from bullying, harassment and discrimination” (p.19 ‘*The framework for school inspection*’ – Sept 2012) and the “effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability” (p.36 ‘*School inspection handbook* – Sept 2012).

Evidence may include records of the school’s actions to prevent and tackle all forms of bullying (including professional development), the views expressed by pupils, parents and staff on harassment and observations of pupils’ behaviour in lessons. If bullying is found to be an issue during an Ofsted inspection, this would be reflected in the judgement on leadership and management. It is therefore important that schools have good whole-school procedures in place that everyone understands and uses. A good school in this respect is one where children and young people feel safe to report an incident and know it will be dealt with supportively.

### Definition of racism formulated by children and young people in a London authority

Racism is something someone does or says that offends someone else in connection with their colour, background, culture or religion. It is:

- when a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background
- when people are stereotyped by their colour or religion
- when a person is rejected or excluded from a group because of their colour or religion
- when people make fun of a person’s family
- when a person is treated unfairly because of their way of life.

*Source: Preventing and addressing racism in schools, London Borough of Ealing, 2003*

Many schools, particularly those in areas where there are large ethnic minority populations, have well developed policies on multi-cultural and anti-racist education. They have clear procedures for dealing with racist incidents, and the curriculum covers the knowledge, skills and values which children need to tackle racism when they meet it and to help them to become adults who respect different cultures. However, there are also schools where there are few or no children from ethnic minorities and where little has been done to address racism. In such situations, while it may be true that there are few overtly racist incidents, racist attitudes can flourish if left unchecked.

## Strategies for addressing racist bullying in schools:

Five key principles for addressing racist bullying in schools were developed as part of the previous Government's work on anti bullying and which is set out in the guidance 'Bullying around racism, religion and culture'. The five principles are as follows:

### 1. Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools

- take the results of research and what pupils are telling you very seriously
- make sure that your school records, reports and takes action on racist incidents. include bullying in your school self-evaluation, audits, monitoring and pupil and parent surveys
- analyse trends and use the information to inform planning
- bear in mind that some pupils have the constant experience of racism and bullying outside school, and that they may be affected daily by racist graffiti, name calling or intimidation on their journeys to and from school.

### 2. Let the pupils know where you stand

- make sure that pupils know you will not tolerate racism or bullying and that you will always deal with it
- be approachable, available and askable
- reinforce this principle through displays, newsletters, noticeboards and published information to parents and pupils.

### 3. Listen to children and young people

- never dismiss their experiences of bullying and racism, or put them down as unimportant. Acknowledge their feelings
- give them enough time to tell you everything they need to. It is often difficult for a hurt person to talk about what has happened to them. If a witness or a participant in the bullying is willing to talk to you, that child will also need enough time to explain and to be heard
- cultivate the environment of 'the listening school'
- ensure the school community – staff, students, parents, governors, – have a shared clarity of

understanding about the nature of racist bullying and where the school stands on the issue

- provide training and professional development through courses, meetings, policies and classroom activities
- establish shared responsibility and strong leadership. Countering racist bullying is the responsibility of the whole school community and everybody must know what their role is
- involve and empower parents.

### 4. Involve children and young people in solutions

- children and young people have substantial insight into their experiences and those of their peers. They also have a sense of what works. Profit from and use their expertise.
- involve and empower children and young people, through individual and group activities and through structures such as school councils.

### 5. Implement strategies for both prevention and intervention

- ensure that the school ethos is inclusive, and that the school community feels safe, valued and respected
- ensure that the school curriculum is inclusive, and that the PSHE and citizenship curricula address issues of racism and bullying
- ensure that the school's policies for bullying and discipline cover the procedures for addressing racism and bullying

Aiming High: Raising the Achievement of Minority Ethnic Pupils (DfES/0183/2003) states that a successful anti-racist school is one where there is:

- **Strong leadership**  
The headteacher and senior managers lead an effective and explicit anti-racist strategy.
- **High expectations**  
All pupils are expected and encouraged to reach their potential by teachers and parents. This is underpinned by practical use of monitoring and data to tackle underachievement.
- **Effective teaching and learning**  
Lessons are planned and delivered as effectively as possible, with support for bilingual pupils, and

teachers are able to reflect the cultures and identities of the communities represented in their schools in lessons.

- **Ethos of respect**

There is a clear school approach to racism and bad behaviour and a strong ethos and culture of mutual respect. There are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school with a focus on prevention.

- **Parental involvement**

Parents/carers and the wider community are positively encouraged to play a full part in the life of the school.

The National Strategies document 'Excellence and Enjoyment: Learning and teaching for Black children in the primary years' is a useful resource and is located at the following website address:

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/113037>

**For further resources go to:**

**Anti-bullying Alliance**  
**Safe to Learn: Bullying around racism, religion and culture**

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. This included a guide on bullying around racism, religion and culture. Safe to Learn is no longer government guidance but practitioners may still find these resources useful. The suite of information can be downloaded from this site. <http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

**Ethnic Minority Achievement Service**

Education Improvement, Portsmouth City Council  
Dealing with racist incidents: guidance for schools  
Tel: 023 9273 3130  
Email: [general.emas@portsmouthcc.gov.uk](mailto:general.emas@portsmouthcc.gov.uk)

Archiebald the antibullying mouse  
Says:  
Bullying is wrong. It is something that shouldn't be seen or done. If you are being bullied or you see someone who is being bullied, you should tell the teacher or an adult that can come sort it out. Never get into the fight yourself as well as never leave it, like it's not your problem.



Court Lane Junior School

## Bullying of children and young people with learning difficulties, disabilities or appearance issues

*'Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind'*

Thomas Hammarberg, 1997

Two main definitions are used to inform decisions about supporting children with SEN and disabilities. They are the Disability Discrimination Act 1995 definition of a disabled person as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities' and the special educational needs definition of children who have learning difficulties or disabilities that make it harder for them to learn or access education that most children of the same age.

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge.

The Disability Discrimination Act 2005 introduced the 'disability equality duty'. This requires schools to take a more proactive approach to promoting disability equality and eliminating discrimination. This includes a requirement on schools to promote positive attitudes towards disabled people and to eliminate harassment. Schools are required to produce a disability equality scheme to show how they are meeting these duties.

Evidence shows that children and young people with special educational needs and disabilities or have appearance issues are significantly more likely to be bullied or victimised than those who don't have any of these characteristics.

Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are

being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

Children and young people with a learning disability can be bullied everywhere they go, including at school, in the park, on the bus, in the street and at out-of-school clubs. Bullying has a long-term impact, making it harder for children and young people to develop skills and gain confidence - both of which are already hard for children with a learning disability.

Children are more likely to be bullied when they are vulnerable in some way. Research suggests that disabled children are three times more likely than their peers to be bullied. A recent survey undertaken by the charity Mencap discovered that 8 out of 10 children with a learning disability have been bullied. People's assumptions and prejudices about disability can make disabled children more vulnerable to bullying.

Disabled children may be more vulnerable to bullying because:

- of negative attitudes towards disability
  - of a lack of understanding of different disabilities and conditions
  - they may be seen as 'different'
  - they may not recognise that they are being bullied
  - they may be doing different work or have additional support at school
  - they may be more isolated due to their disability
  - they may have difficulties telling people about bullying
  - they may find it harder to make friends
  - as a result of their condition, they may exhibit bullying behaviour, or
  - they may experience lots of transitions which means they have to settle into new environments.
- Examples of
- transitions are moving from a special unit to a mainstream school, spending periods of time in hospital and returning to school.

A survey undertaken by MENCAP in 2007 found that:

- 8 out of 10 children with a learning disability are bullied
- 8 out of 10 are scared to go out because they are

frightened they might be bullied

- 6 out of 10 children with a learning disability had been physically hurt by bullies
- 5 out of 10 children who had experienced bullying said that they stayed away from the places where they have been bullied in the past
- 6 out of 10 children said they cried because they were bullied, and three out of ten (33%) said they hid away in their room.
- 4 out of 10 children surveyed said that the bullying didn't stop when they told someone
- 3 out of 10 children surveyed were bullied for three years or more.

## Strategies for addressing the bullying of pupils with learning difficulties, disabilities or appearance issues:

### Prevention

- adopting a whole school approach which develops and reviews a strategy by regularly consulting the entire school community. Learners with a range of needs, including learning disability, sensory impairment, and behavioural, emotional and social difficulties (BESD), may require specific communication support to state their views. Also in reporting bullying, staff will need to check their understanding. Many children with Autism for example are assumed to understand much more than they do in social situations
- making explicit references to the bullying of students with Special Educational Needs in the Anti-Bullying and Equal Opportunities policies
- maintaining good communication between staff around specific needs or behaviour exhibited by specific children
- ensuring that all pupils, parents and staff understand what is meant by bullying. Some pupils with SEN and disabilities are less likely than others to recognise and report bullying behaviour
- ensuring responses from teaching and non-teaching staff to SEN or disabled children within the school environment are sensitive and do not draw

unfavourable comparisons with other pupils

- raising awareness about SEN/disability issues within the Personal, Social, Health and Economic (PSHE), Sex and Relationship Education (SRE) and Citizenship frameworks.
- have a named person pupils can tell about the bullying. This could be their teacher, support worker or SENCO
- make sure pupils know where they are in the school and how they can find them have a safe place your child can go to during break or lunchtimes. This may be a quiet area, a designated classroom or the library. Make sure the lunchtime supervisors are aware of this
- create a sign or signal pupils can use at school if they need to leave the room
- be responsible for the behaviour of pupils beyond the school gate, especially on school transport
- provide training for school staff in special educational needs and disabilities
- be aware of unstructured times, like lunch time, breaks, moving around the school. These times aren't always covered in statements or coordinated support plans yet support is often needed during them
- encourage communication between teaching staff and lunchtime supervisors so they're aware of what could be happening in the playground and classrooms
- provide a safe area of the playground which has more supervision
- allow children the opportunity to stay indoors at lunch and break times, for example by setting up lunchtime clubs
- provide support at times of transition, like moving from primary to secondary school and moving from a special school or unit to a mainstream school
- review the anti-bullying policy regularly and involve parents and pupils, including disabled children and parents of disabled children, in the reviews work on social skills like practising letting other people speak first, listening to other people's opinions without reacting aggressively, understanding body language

- use the 'Social Emotional Aspects of Learning' programme
- use the 'Circle of Friends' programme – 'Circle of Friends' was developed to promote the inclusion of students with disabilities and difficulties into mainstream school. It's a structured programme involving pupils, teachers and parents. The school recruits volunteers who will form the Circle of Friends, normally six to eight children. The aims are to: create a support network for a pupil; give them encouragement and recognition for any achievements and progress; work with them to identify difficulties; and devise practical ideas to help deal with difficulties and help to put them into practice.

### Actions

- bullying should not be tolerated and should always be followed by an immediate and appropriate response - a 'one size fits all' approach is unhelpful when supporting children with a range of SEN and disabilities who experience bullying. When choosing an approach, knowledge of the pupil's particular needs and the impact on their social development is essential. For example, for some children with learning difficulties who have been bullied, it may be necessary to act very quickly while the child can remember what took place. In other cases allowances may need to be made because a learner with BESD demonstrates anti-social behaviour but did not intend to bully
- don't remove the child who is being bullied from the situation; remove the child who is exhibiting bullying behaviour.

### For further resources go to:

#### Anti-Bullying Alliance

The Anti-Bullying Alliance is delivering a Department for Education funded programme of training and resources aimed at reducing the incidence and impact of bullying for children and young people with special educational needs and/or disabilities (SEND). The Alliance is working in conjunction with Achievement for All 3As, Mencap, Contact a Family and the Council for Disabled Children to deliver this programme which ends in April 2015. The programme is split into three key areas and all areas are informed directly by the views of young people with SEND:

- Training and resources for schools
- Training and resources for the wider children's workforce
- Workshops and information, advice and support for parents and carers

[www.anti-bullyingalliance.org.uk/send-programme](http://www.anti-bullyingalliance.org.uk/send-programme)

#### Anti-bullying Alliance

##### Safe to Learn: Bullying involving children with special educational needs and disabilities

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. This included a guide on bullying involving children with special educational needs and disabilities. Safe to Learn is no longer government guidance but practitioners may still find these resources useful. The suite of information can be downloaded from this site.

<http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

#### Changing Faces

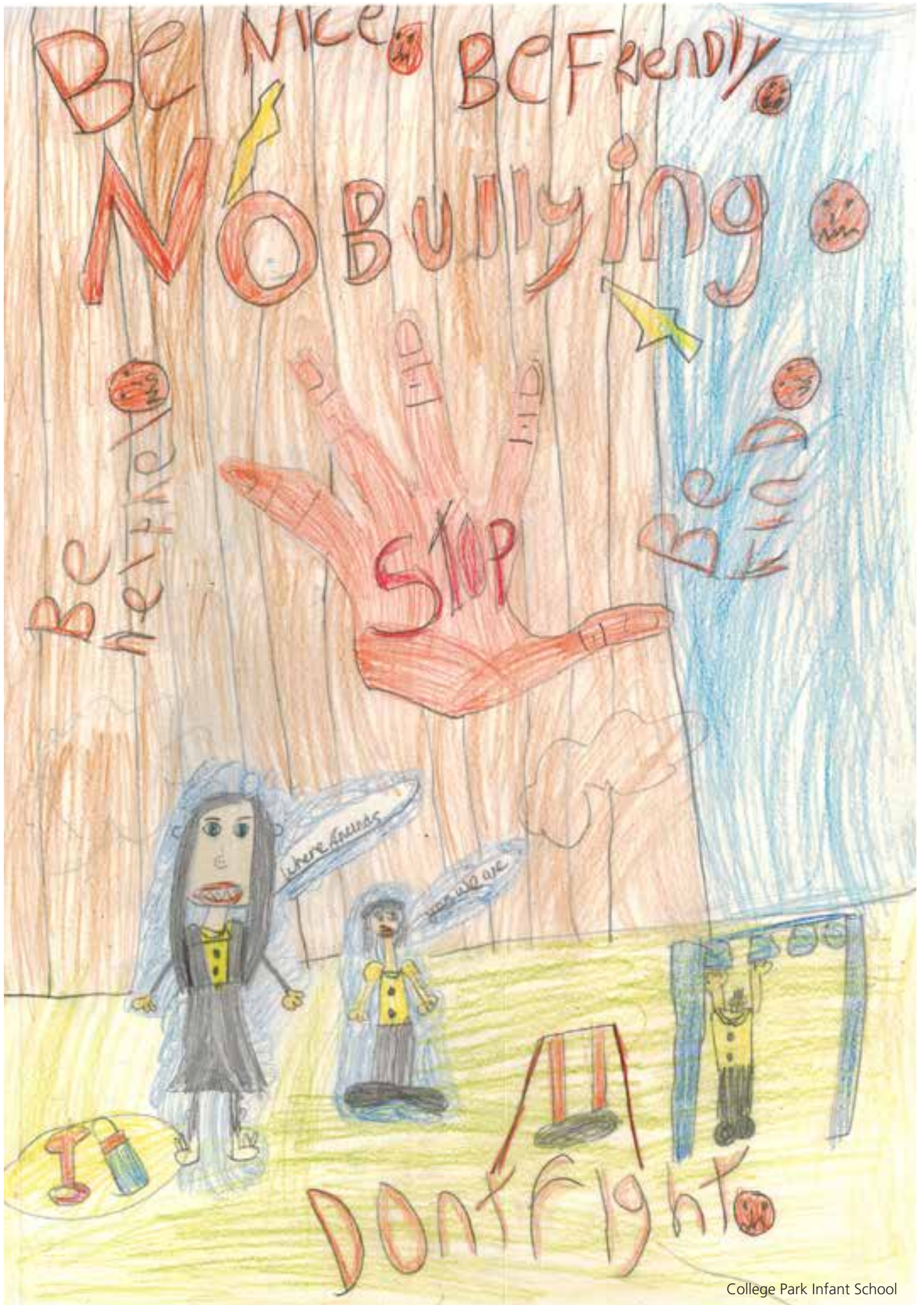
Changing Faces has a wide range of resources which address disability related bullying.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

#### Mencap

Provides details about MENCAP's campaign to stop bullying.

[www.dontstickit.org.uk/index/html](http://www.dontstickit.org.uk/index/html)





# Appendix 1

## Effective anti-bullying 20 point checklist

Checklist	Effectiveness 1–10 (10 being the most effective)	Relevant sections of the guide	Evidence	Actions needed
1. Do all staff (teaching and non-teaching) know what the school's policy is on anti-bullying and how they will be expected to put it into practice?		Sections 5 & 6		
2. Is there a shared understanding of what constitutes bullying across the school community (children, young people, staff, governors and parents)?		Sections 5 & 6 Appendix 2		
3. Are pupils views on the extent and nature of bullying regularly canvassed, and is it clear how pupils can contribute ideas about how to tackle bullying?		Sections 5 & 6		
4. Do pupils feel safe and secure to be able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied, or that someone is bullying?		Section 6		
5. Do pupils feel that there will be a consistent response whichever member of staff they tell?		Section 6		
6. Is bullying dealt with promptly, consistently and fairly?		Section 6		
7. Are pupils aware of the disciplinary measures that may be applied in cases of bullying?		Section 6		
8. Are victims of bullying adequately supported?		Section 6		
9. Are bullies supported to change their behaviour?		Section 6		
10. Is support at transition, particularly for vulnerable groups, clearly identified?		Section 6		

Checklist	Effectiveness 1–10 (10 being the most effective)	Relevant sections of the guide	Evidence	Actions needed
11. Are staff, pupils, parents and carers aware of the issues around safe use of the internet and mobile phones?		Section 9		
12. Has homophobic bullying been identified as a problem in the school?		Section 9		
13. Does the school support staff to help them feel confident in challenging all types of bullying?		Section 6		
14. Do staff respond to racist, homophobic and gender / sexist bullying / language?		Section 9		
15. Do all staff (teaching and non-teaching staff) feel they have had adequate training about bullying and how to respond to it?		Section 6		
16. Does the governing body routinely discuss bullying?		Section 6		
17. Does the school use the existing curriculum to promote anti-bullying values and co-operative behaviour?		Section 8		
18. Are records kept of bullying incidents and analysed for patterns (e.g. people, places, groups) and does this analysis inform changes to practice?		Sections 6 & 7 Appendices 3 & 4		
19. Do parents know who to contact in the school if they are worried about bullying?		Section 6		
20. Does the school work with outside agencies, and know which agencies they can contact for additional support with bullying issues?		Section 6		

# Appendix 2

## Principles of an anti-bullying charter

### The Anti-Bullying Charter principles mean:

#### For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others

#### For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused

#### For schools:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders

#### For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements;
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best practice based on knowledge of what works

- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school site issues and promote safe play areas
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities

#### For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures

# Appendix 3

## Initial investigation into a hurtful incident or allegation of bullying

Completed by

Name: \_\_\_\_\_ Role: \_\_\_\_\_

Name and role of individual/s making the allegation  
e.g. pupil, parent/carer, midday supervisory assistant:

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Form of referral e.g. verbal report, letter, e-mail, phone call:

---

Details gathered to date:

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---

---

Action taken to date:

---

---

---

Date: \_\_\_/\_\_\_/\_\_\_ Signed: \_\_\_\_\_

**Factors to help determine if incident constitutes bullying**

**Incident was bullying because:**

- hurt has been deliberately/knowingly caused (physically or emotionally)
- it is a repeated incident or experience e.g. multiple incidents, cyber-bullying or the involvement of a group
- it involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

**Incident was not bullying on this occasion because it was:**

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt (should not happen again)
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand (should not happen again)
- activities that all parties have consented to and enjoyed (check for subtle coercion)
  - got out of hand
  - parental concern

Other \_\_\_\_\_

Resolution process agreed:

\_\_\_\_\_

Support needed for the hurt party:

\_\_\_\_\_

Support and/or sanction for those causing hurt or offence:

\_\_\_\_\_

### Focus of bullying/hurtful behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/race		
Religion/belief		
Gender		
Transphobia/gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		
Other		

# Appendix 4

## Bullying incident logging record form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

### 1. Focus of bullying

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Age/maturity		
Appearance		
Size/weight		
Class/socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/race		
Religion/belief		
Gender		
Transphobia/gender identity		
Homophobia/sexuality		
Sexualised		
SEN and disability		
Ability/application		
Other		

### 2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other	

**3. Those involved – please also record where appropriate:**

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

<b>Targeted/wronged/distressed person/s</b> (including ethnicity and other relevant diversity issues)	<b>Person/s giving offence</b> (including ethnicity and other relevant diversity issues)

**4. Description of incident(s)**

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

--

**5. Action taken:**

Please record all steps (including meetings, letters, investigations, sanctions)

--



## 6. Summary of those notified and/or involved

(Delete italic options where applicable)

	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified <i>by letter/by telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified <i>by letter/by telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority		
Police		
Others (specify):		

## 7. Date for monitoring progress of those involved.

Follow up on the incident and check that all parties are progressing well academically and socially.

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## 8. Member of staff:

Name: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## 9. Outcomes/actions from follow up:

# Appendix 5

## National contacts and resources

### **Act Against Bullying**

On this site you will find practical advice on all forms of bullying. The charity campaigns to influence policy to reduce bullying in schools and provide resources to aid in classroom projects.

[www.actagainstbullying.org](http://www.actagainstbullying.org)

### **Actionwork**

A multi media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying

[www.actionwork.com](http://www.actionwork.com)

Tel: 01934 815163

### **Anti-bullying Alliance**

The Anti-bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. ABA welcomes membership from any organisation or individual that supports this vision. ABA also supports a growing network of over 400 schools and colleges across the country. The ABA coordinates Anti-Bullying Week each November and is the national voice for evidence based practice in relation to the prevention of bullying between children and young people.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Beatbullying**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

[www.beatbullying.org](http://www.beatbullying.org)

### **Bulliesout**

A Welsh based organisation providing help, support and information to individuals, schools, youth and community settings affected by bullying.

[www.bulliesout.com](http://www.bulliesout.com)

### **Bullying UK (part of Family Lives)**

Provides advice and guidance for children, parents, teachers, governors and youth leaders on bullying – how to recognise it and what to do if you are the victim or know of someone who is.

[www.bullying.co.uk](http://www.bullying.co.uk)

### **Carers Trust YCNet**

YCNet is a website and online support service for young people aged 18 and under in the UK, who help to look after someone in their family who has an illness, disability, drug/alcohol addiction or mental health condition. This is a place where young carers can find other young people in a similar position, chat to each other, share their stories and hear about each other's experiences in a safe environment. As well as the support and friendship young carers can find with each other in their online community, they also have access to help and advice via the Agony Aunt pages, email and chat sessions with our Online Support team.

[www.youngcarers.net](http://www.youngcarers.net)

### **Changing Faces**

Changing Faces has a wide range of resources which address disability related bullying.

[www.changingfaces.org.uk](http://www.changingfaces.org.uk)

### **Chatdanger**

Run by Childnet International, the site offers advice and guidance about the dangers of online chat, email, games, etc.

[www.chatdanger.com](http://www.chatdanger.com)

### **Childline**

Childline (0800 1111) has helped hundreds of thousands of children in trouble or danger. If you or a child doesn't want to ring the helpline, check out their website. There are fact sheets on many subjects including bullying.

[www.childline.org.uk](http://www.childline.org.uk)

### **Childnet International**

Childnet aims to help make the internet a great and safe place for children and young people, providing support to young people, teachers and parents / carers.

[www.childnet.com](http://www.childnet.com)

### **Cyberbullying.org**

One of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyber bullying. A Canadian based site.

[www.cyberbullying.org](http://www.cyberbullying.org)

### **Department for Education**

The former Department for Children, Schools and Families (DCSF) produced a suite of bullying guidance for schools titled 'Safe to Learn'. In July 2011 (and updated in 2013) this was formally replaced with advice from the Department for Education – Preventing and tackling bullying – advice for headteachers, staff and governing bodies.

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools.

It also lists further resources through which school staff can access specialist information on the specific issues that they face.

[www.education.gov.uk](http://www.education.gov.uk)

Safe to Learn is no longer government guidance but practitioners may still find these resources useful. They are as follows:

- Safe to Learn: Embedding anti-bullying work in schools
- Safe to Learn: Cyber bullying
- Safe to Learn: Homophobic bullying
- Safe to Learn: Bullying related to race, religion and culture
- Safe to Learn: Bullying involving children with special educational needs and disabilities
- Safe to Learn: Sexist, Sexual and Transphobic bullying

<http://www.anti-bullyingalliance.org.uk/resources/safe-to-learn.aspx>

### **Diana Princess of Wales Memorial Award for Young People**

The Diana Anti-Bullying Award is open to primary schools, secondary schools and youth organisations

[www.diana-award.org.uk](http://www.diana-award.org.uk)

Tel: 0845 3372987

### **Digizen**

It shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to and affect their own and other people's online experiences and behaviours. Information for educators, parents, carers and young people.

[www.digizen.org/](http://www.digizen.org/)

### **Educational Action Challenging Homophobia (EACH)**

Established to challenge homophobia in education. The charity's services to individuals and agencies include: an actionline for young people who have been the target of homophobic or transphobic bullying and harassment; training to support change; and Reach, a Big Lottery funded project which aims to create a toolkit of resources for formal and informal youth settings to help tackle homophobic, sexist and cyber bullying.

[www.eachaction.org.uk](http://www.eachaction.org.uk)

Tel: 0808 1000143

### **Gendered Intelligence**

Gendered Intelligence is a community interest company that looks to engage people in debates about gender. They work predominantly within young people's settings and have educative aims. They place young trans people at the heart of their organisation.

[www.genderedintelligence.co.uk](http://www.genderedintelligence.co.uk)

### **Get Safe Online**

Provides advice on how people can use the internet confidently, safely and securely

[www.getsafeonline.org](http://www.getsafeonline.org)

### **Kidscape**

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key. Kidscape works UK-wide to provide individuals and organisations with practical skills and resources necessary to keep children safe from harm. Kidscape staff and trainers equip vulnerable children with practical non-threatening knowledge and skills in how to keep themselves safe and reduce the likelihood of future harm.

[www.kidscape.org.uk](http://www.kidscape.org.uk)

### **Mencap**

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support

[www.mencap.org.uk](http://www.mencap.org.uk)

Tel: 020 7454 0454

### **National Autistic Society**

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs

[www.autism.org.uk](http://www.autism.org.uk)

Tel: 0845 0704004

### **NSPCC**

An introduction to sexual bullying, including information about its prevalence, who it affects, and how it might impact on schooling and learning. The NSPCC also provides guidance for professionals on managing sexual bullying and suggest sources of advice for children, young people and parents.

[http://www.nspcc.org.uk/Inform/research/questions/sexual\\_bullying\\_wda70106.html](http://www.nspcc.org.uk/Inform/research/questions/sexual_bullying_wda70106.html)

### **Ofsted**

No place for bullying – how schools create a positive culture and prevent and tackle bullying (June 2012)

A wide body of research indicates that bullying is a problem for many young people, and that some of this takes place in schools. The aim of the Ofsted survey and report was to evaluate the effectiveness of the actions that schools take to create a positive school culture and to prevent and tackle bullying.

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **School's Out!**

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues

[www.schools-out.org.uk](http://www.schools-out.org.uk)

Tel: 01273 298299

### **Stonewall**

Stonewall was established to create a professional lobbying group that would prevent such attacks on lesbians, gay men and bisexuals from ever occurring again. The organisation has developed a range of resources for schools under its Education for All campaign, which was launched in January 2005, and helps tackle homophobia and homophobic bullying in schools.

[www.stonewall.org.uk](http://www.stonewall.org.uk)

Email: [education@stonewall.org.uk](mailto:education@stonewall.org.uk)

Tel: 08000 50 20 20 (free from landlines)

### **Think U Know**

Set up by the Child Exploitation and Online Protection Centre (CEOP), Thinkuknow is a website with many resources for teachers and professionals to download and use in the area of Internet safety. You will be required to register on the site before you are able to use the resources

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **UK Safer Internet Centre**

The UK Safer Internet Centre is coordinated by a partnership of three leading organisations; Childnet International, the South West Grid for Learning and the Internet Watch Foundation. It is co-funded by the European Commission and has three main functions: an Awareness Centre, a Helpline and a Hotline.

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

# Appendix 6

## Local contacts and resources

### 4 U project

The 4 U Project is a service for young people across Portsmouth aimed at lesbian, gay, bisexual and transgender (LGBT) young people and those unsure of, or questioning, their sexuality and gender identity who are aged 13-19. The project offers: a weekly youth group is held every Tuesday; a fully interactive and fun secondary schools' lesson (aimed at ages 11-16) that explores themes of sexuality, gender identity and homophobia; 1:1 referral service.

<http://www.iyssportsmouth.info/4uproject/>

Email: [4u.project@portsmouthcc.gov.uk](mailto:4u.project@portsmouthcc.gov.uk)

Text / call: 07931 536973

### Are You Sorted

Service for under 20s living in Portsmouth. The site provides information about health and wellbeing services for young people in Portsmouth including: sexual health; drugs, alcohol and smoking; emotional wellbeing; healthy eating and exercise; general health; and living with it.

[www.areyousorted.co.uk](http://www.areyousorted.co.uk)

### Community Safety – Hate Crime Service

A hate crime is a criminal offence perceived by the victim or any other person as being motivated by prejudice or hate. This includes racial harassment, homophobia, transphobia and disability hate crime. The City Council's Hate Crime Service supports victims through a free and confidential service. The team will also work with schools to provide 1:1 and group support to pupils (victims and perpetrators of hate crime), teacher training and input to assemblies and lessons.

[www.portsmouth.gov.uk/living/945.html](http://www.portsmouth.gov.uk/living/945.html)

Tel: 023 9268 8474

Email: [hate.crime@portsmouthcc.gov.uk](mailto:hate.crime@portsmouthcc.gov.uk)

### Ethnic Minority Achievement Service

Education Improvement, Portsmouth City Council  
Dealing with racist incidents: guidance for schools  
Tel: 023 9273 3130

Email: [general.emas@portsmouthcc.gov.uk](mailto:general.emas@portsmouthcc.gov.uk)

### Hampshire Constabulary PICS (Personal Internet and Cyber Safety)

To keep young people and their parents / guardians up-to-date about staying safe on the internet or using the latest mobile technology, Hampshire Constabulary has launched a Personal Internet and Cyber Safety (PICS) campaign to let youngsters know how they can

protect themselves online and show parents what they need to be on the lookout for in order to support their children.

[www.hampshire.police.uk/internet/advice-and-information/general/online-safety](http://www.hampshire.police.uk/internet/advice-and-information/general/online-safety)

### Harbour School - outreach services

The Harbour School's outreach services aim is to keep our learners in mainstream education wherever possible. These teams also work with our learners at the Harbour school sites and help them to re-integrate into mainstream schools or colleges when they are ready.

The School offers the following outreach services:

- Specialist Multi-Agency Behaviour Support (MABS) Service provides outreach support to develop children's and young people's social and emotional skills by offering support to: children and young people themselves (individually and in groups); families; and mainstream school staff (regarding individual learners and through staff training).
- Individual Tuition – supporting young people who are unable to attend school through medical, or Behavioural Emotional and Social difficulties (BESD).
- Young Parents' Support Service (YPSS) – supporting teenage parents and parents-to-be to continue their success in education, employment and/or training.
- Targeted Mentoring Support Service (TMSS) – offering flexible education packages and mentoring to Key Stage 4 learners in partnership with schools.

[www.theharbourschoolportsmouth.org](http://www.theharbourschoolportsmouth.org)

Contact: Ian Hunkin 023 9281 8547

### Joint Action Team (JAT), Children's Social Care, Portsmouth City Council

The Council's Joint Action Team is the first point of contact for all referrals and contacts into children's social care. A team of professionals from social care, education, health and the police will decide if a situation needs a children's social care response or if it should be responded to by another agency or service. They will then make sure that happens.

Calling in a professional capacity? We can tell you which services, if any, are already involved with a child and together make sure that the right service is being provided quickly.

[www.portsmouthscb.org.uk/contact.html](http://www.portsmouthscb.org.uk/contact.html)

Tel: 0845 671 0271

Email: [Pccraduty@portsmouthcc.gcsx.gov.uk](mailto:Pccraduty@portsmouthcc.gcsx.gov.uk), [caf.enquiries@portsmouthcc.gcsx.gov.uk](mailto:caf.enquiries@portsmouthcc.gcsx.gov.uk)  
In an emergency situation outside office hours call:  
0845 600 4555

### **Integrated Targeted Youth Support Service (ITYSS)**

The ITYSS supports children and young people aged 9-19 who are showing the early signs of vulnerable or risk-taking behaviour and/or are at risk of achieving a range of poor outcomes. The Service has three youth adviser teams working across three areas:

- North - Motiv8 covering Paulsgrove, Cosham, Drayton & Farlington, Hilsea and Copnor
- Central - PCC covering Nelson, Baffins, Fratton and Charles Dickens
- South - PCC covering Milton, St Thomas, Central Southsea, St Jude and Eastney & Craneswater

Young people are referred to ITYSS support from a range of services including schools, community wardens, PCSOs or the Police, Youth Clubs and other community organisations, parents and carers. Requests for support can be made through a referral form and returned to: Integrated Targeted Youth Support Manager, Portsmouth City Council, Floor 4 Core 3, Civic Offices, Guildhall Square, Portsmouth PO1 2EA

A drop in service for further information or support is available at the Go For It Centre next to Portsmouth and Southsea Station.

Tel: 023 9273 2450

[www.portsmouth.gov.uk/directory/13313.html](http://www.portsmouth.gov.uk/directory/13313.html)

### **Off the Record**

Off the Record provides free and confidential counselling, support and information for young people aged 11 – 25. The organisation provides drop-in and counselling services from its base in Portsmouth at: 250 Fratton Road, Portsmouth PO1 5HH

[www.off-the-record.org.uk](http://www.off-the-record.org.uk)

Tel: 023 9281 5322 - also, an out of hours answerphone

Tel: 0808 80 10 724 - support helpline (free from a landline)

Email: [otr@off-the-record.org.uk](mailto:otr@off-the-record.org.uk)

### **PARCS (Portsmouth Abuse and Rape Counselling Service)**

PARCS aims to prevent sexual and domestic abuse through its educational programmes and the provision of free counselling, group therapy and support line. PARCS delivers tailor written workshops focusing on specific areas including consent, sex bullying, domestic abuse and child sexual exploitation. PARCS outreach staff have undertaken specialist training with the Child Exploitation and Online Protection Centre (CEOP). The training covers online safety and enables PARCS to deliver training in this area to young people, parents, teachers, foster carers and other professionals. The charity also targets vulnerable/hard to reach groups including young people with physical and/or learning disabilities, looked after children and young people/adults who identify as LGBT.

[www.parc.org.uk](http://www.parc.org.uk)

### **Portsmouth Educational Psychology Service**

The Council's team of educational psychologists help children and young people up to the age of 19 reach their full potential in the fields of learning, social and emotional development. They work with the young people themselves, with their parents or carers, their teachers and support staff and in partnership with other agencies. The service provides: consultation and assessment; advice and training; therapeutic intervention; programme planning and research; and monitoring, reviewing and evaluation. The service can adapt to each school's individual requirements. The service offers training on a wide range of topics and issues, some of which is centrally co-ordinated and some commissioned by individual schools, clusters of schools or other organisations. The service also helps improve policies and practices around children and young people.

<http://www.portsmouth.gov.uk/learning/6214.html>

Contact: Liz Robinson 023 9268 8781

### **Portsmouth Safeguarding Children Board - E-safety Strategy**

Children Protected when Connected  
[www.portsmouth.gov.uk/learning/safety-online.html](http://www.portsmouth.gov.uk/learning/safety-online.html)  
Contact: Lindy Elliott, E-Safety Chair, PCSB Tel: 023 9268 8058; Mobile: 07585 669870;  
E-mail: [lindy.elliott@portsmouthcc.gov.uk](mailto:lindy.elliott@portsmouthcc.gov.uk)

### **Portsmouth Young Carers Project**

Portsmouth Young Carers project supports almost 700 young carers in the city. This ranges from one to one support, support in education, and group work.

Activities include:

- Saturday Group – for young carers aged 8 to 14, held every week at the John Pounds Centre
- Monday Club – for young carers aged 14+, held every week at the Carers Centre
- Support in schools and colleges - Portsmouth has a dedicated young carers in education worker whose job is to work alongside schools and colleges to help them understand the needs of young carers and support them better.
- Thursday Group - this new group is aimed at the young adult carers of Portsmouth aged 18 – 25.
- Holiday activities – comprehensive range of activities during holidays
- Young Carers Festival – annual celebration held at Fairthorne Manor

If you would like more information about the Young Carers project, please contact the Carers Centre on 023 9285 1864 or 023 9275 6780. Alternatively, if you would like to refer a young person to the project, please complete the young carers referral form

### **You Count**

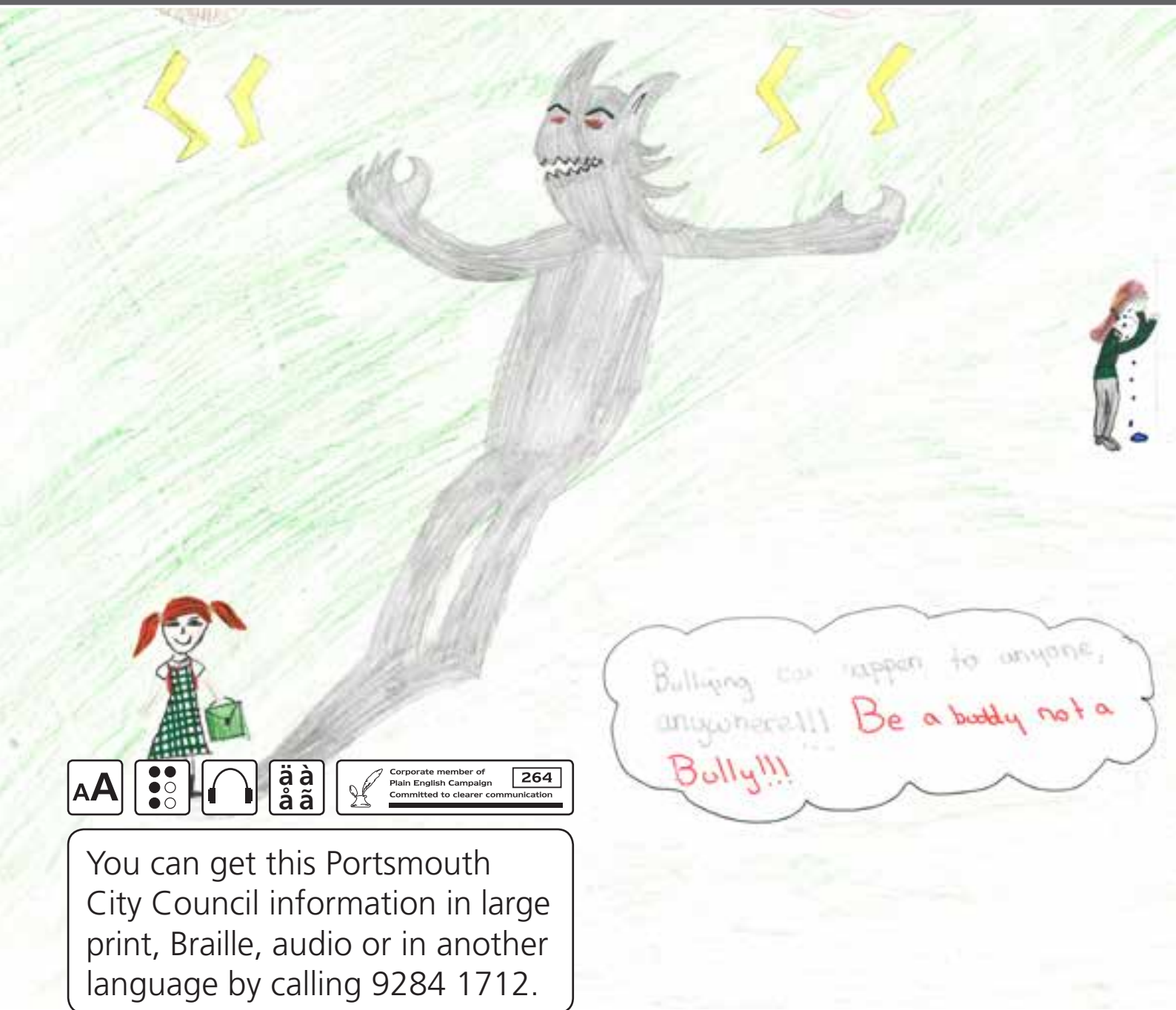
You Count works with 13-19 year olds who are suffering from a degree of mental health or emotional difficulty. Direct therapeutic work can be offered to the young person, to help them overcome the difficulties they are facing. A choice of male/female worker is available.

Reasons for referral - early onset mental health difficulties, depressive thought processes, self harming or suicidal behaviours and/or anxiety relating to school, college or university.

Young people can self-refer by telephoning or texting 07748 933 609 or contacting the clinic and asking for the You Count worker on 023 9265 3433. The You Count mobile is switched on Monday to Friday 8am to 7pm. An email requesting contact can be sent to [snhs.camhs-general@nhs.net](mailto:snhs.camhs-general@nhs.net) with a heading You Count. [www.areyousorted.co.uk](http://www.areyousorted.co.uk)

For further information contact:

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