Bullying

All children & young people have the right to live without the fear of threats, assaults or harassment.

Fear of bullying can seriously affect the victim's wellbeing, behaviour & social development.

Bullying is defined as **'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'.**

Preventing and Tackling Bullying, DfE 2017

Bullying can:

- Be inflicted by a child, adult, individual or group
- Take many forms
- Be motivated by differences or prejudice
- Be threatening & intimidating even when subtle
- Be harmful, although not always consciously
- Be due to an imbalance of power

Sometimes bullying is abuse - report to your Designated Safeguarding Lead/Deputy & refer to Children's Social Care.

Bullying includes:

- Physical bullying: e.g. pushing, kicking, hitting
- Sexual remarks, assault, jokes, harassment, 'upskirting', see **Peer Abuse, Sept 20**
- Making people do things they don't want to
- Stopping people doing things they want to do
- Damaging and/or taking someone's belongings
- Verbal bullying: name-calling, sarcasm, teasing
- Saying or writing nasty things, & rumours
- Blackmail or threats
- Showing upsetting material e.g. pornography
- Indirect bullying: e.g. social exclusion, scaring

Anti-bullying policies should be clearly communicated & understood by all pupils, parents, carers & staff.

Bullying is not a specific crime but some harassment or threatening behaviour & communications are.

If staff feel that an offence may have been committed they should seek assistance from the police.

Cyber-bullying can happen:

- Using technology to torment, threaten, harass, humiliate, embarrass or target
- Via internet digital technologies or mobile phones
- At any time & with bigger audiences

Authorised staff have powers to seize electronic devices, examine & delete data where appropriate without parental consent.

If the device is thought to contain evidence relating to a crime, it must be handed to the police without deletion of data.

Your anti-bullying policy & procedure should:

- Always follow national & local SCSP guidance
- Be referenced in related policies e.g. online-safety, health & safety, behaviour
- Involve pupils, parents, staff in actively reviewing, monitoring, reporting & promoting effectively
- Explain what bullying is & how to respond
- Support & manage both the victim AND the bully
- Ensure training for ALL staff which includes awareness of 'mental capacity' issues
- Include pupil education & development of e.g. empathy, co-operation, conflict resolution skills
- Explain what to do & who to go to if concerned
- Encourage everyone to challenge this behaviour
- Support pupils for whom English is not their first language to communicate their needs & concerns
- Promote inclusion & nurture friendships
- Regularly review & update technological changes
- Include processes for assessing & recording all:
  - current information
  - follow up actions
  - telephone conversations
  - views of significant others
- Follow the Data Protection Act & GDPR 2018
- Ensure any safeguarding information discussed in other meetings is also recorded in the child's safeguarding file
- Include a protocol for sharing information about a pupil who has moved to a new setting
- Ensure DSL/D awareness of when to override a pupils' wishes in order to safeguard them

Schools can discipline pupils for misbehaving when away from their premises or from staff, but only if reasonable e.g. on transport, outside local shops, or in a town or village centre (Section 90/91 Education and Inspections Act 2006).

Disciplinary sanctions can only be applied on school premises or when the pupil is under the lawful control of school staff.

Further policy and guidance:

- Cyber bullying: advice for Head Teachers and school staff, DfE 2014
- Advice for parents and carers on cyber bullying, DfE 2014
- BIG Award
- The UK Council for Child Internet Safety
- Special Educational Needs and Disabilities, Gov.uk
- Relationships education, RSE and PSHE, DfE 17
- Tackling race and faith targeted bullying

Bullying

Prevention:

A comprehensive approach can reduce incidents and improve the wellbeing of pupils, including:

- talking about difference in lessons, events, projects, assemblies
- teaching that use of prejudice based language is unacceptable
- creating an ethos of good behaviour and respect
- understanding how actions affect others
- developing parent, carer and pupil awareness
- encouraging parents & carers to reinforce good behaviour at home
- ensuring pupils are clear about what to do if they become bystanders
- implementing clear disciplinary sanctions
- using outside organisations & resources
- providing effective staff training
- good quality training for staff to understand diversity and the needs of all pupils
- work with the wider community such as the police, children's services & other agencies
- making it easy for pupils to report bullying, be confident they will be listened to & action taken
- creating a safe, inclusive environment

Indicators:

Any behaviour which indicates fear or anxiety should be discussed with the child and parents/carers, e.g.:

- Avoiding people, locations, activities and events
- Fear of walking/changing route to & from setting
- Feeling ill in the mornings
- Truanting, going missing, running away
- A decline in the quality of their work
- Coming home with items destroyed or missing
- Becoming withdrawn, starting to stammer, lacking confidence, changing eating habits
- Distress, anxiety, suicidal thoughts
- Crying, poor sleep, nightmares
- Asking for, stealing or 'losing' money
- Refusing to talk about what's wrong
- Unexplained bruises, cuts, scratches
- Aggressive, unreasonable, bullying siblings

The victim may:

- experience considerable distress including depression and self-harm
- may not tell anyone because of threats, feeling responsible, that nothing will change, or they should sort it out themselves

All children & young people need information about where to get advice and support. Their parents and carers need information about:

- identifying changes in children's behaviour
- what to do if they are worried about their child

The bully may:

- Have been bullied themselves
- Have significant needs
- Think it is fun
- Dislike or be jealous of someone
- Feel powerful and respected
- Feel it gets them what they want
- Be trying to impress their peers
- Get gratification from bystanders who watch the reaction of the victim

Intervention:

Settings should support the needs of all pupils who are being bullied **AND** who are bullying e.g. with:

- a quiet word from staff
- pastoral team support
- formal counselling
- engaging with parents
- completing a Family Common Assessment
- a SEND assessment for mental health issues
- referring to CAMHS and/or local authority children's services
- maintaining attendance through on-site or alternative education provision
- applying fair, consistent & reasonable disciplinary measures to the bully alongside any vulnerability
- considering any safety issues for the bully
- being clear that bullying of staff by pupils, parents or colleagues, is unacceptable & will be acted on

Take action, assess the needs of victim AND bully, provide support, follow your policy

Specialist organisations & resources:

- Schools Out UK
- Stonewall
- Bullying UK
- The Anti-Bullying Alliance (ABA)
- ChildNet
- The Anne Frank Trust
- Think U Know (National Crime Agency)
- Mermaids UK
- Mencap
- Changing Faces
- Show Racism the Red Card
- Kidscape