



Nottinghamshire
County Council
Children and
Young People's
Services

NOTTINGHAMSHIRE ANTI-BULLYING CO-ORDINATOR (C&YPS)

Reducing Bullying in Schools:

A guidance document

Learning Together  Achieving Success

■ DECEMBER 2007

Reducing Bullying in Schools

Introduction

The government has made tackling bullying in schools a key priority as clearly set out in the safeguarding agenda (section 175 of the 2002 Education Act) and in subsequent acts. The DCSF has made it clear that all forms of bullying must not be tolerated and should always incur a disciplinary sanction. Clear guidance on this can be found in the document 'Safe to Learn: Embedding anti-bullying work in schools' (2007).

The definition of bullying

There are many definitions of Bullying, developed by academics and practitioners working in this area as well as working definitions and perceptions from schools, parents and children and young people.

The Department for Children, Schools and Families in their guidance defines bullying as:-

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."(1)

However it then goes on to suggest that schools need to involve the whole school community in agreeing a definition for use in their own institution to ensure greater buy-in for its overall policy and its strategies to tackle bullying. It also suggests that the definition is suitably child friendly and accessible.

What does bullying look like?

Bullying can include:

- Name calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Cyber bullying- inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories.

Why are children and young people bullied?

Specific types of bullying include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs or disabilities

- Bullying related to appearance or health
- Bullying relating to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- Pupils
- Pupils and staff
- Between staff
- Individuals or groups

The Prevalence of Bullying

Bullying is among the top concerns that parents have about their child's safety and wellbeing at school and on the way to and from school. It is also a concern for children and young people.

Bullying impacts on its victims' attendance and attainment at school and can have a life long impact on some young people's lives.

Collecting hard data is difficult. Most evidence seems to come from pupil surveys, school inspections and independent research.

Bullying also appears to be under reported partly because it is a phenomenon which is continually changing. Sometimes incidents that should be recorded as bullying are not recorded as such, partly because pupils may not report bullying because:

- The fear of repeat harm
- They feel that it may be their own fault
- They feel that "nothing can be done" or they will not be taken seriously

The Anti-Bullying Alliance (2) and the 11 Million (the Office of the Children's commissioner) (3) give useful overviews and analysis of the extent and impact of bullying.

The Ofsted 2003 report –Bullying: effective action in secondary schools (4) gives a good overview of the situation.

This guidance focuses on bullying in schools. On occasions young people may report that teachers or other adults that work in the school setting in either a paid or voluntary capacity bully them. If such behaviour is reported in schools then it must be properly evaluated. If the reported behaviour may indicate that the adult may be unsuitable to work with children then this should be discussed with the Local Authority Designated Officer, who will advise about what further action can be taken. Further advice in connection with this can be found in Safeguarding Children and Safer Recruitment in Education, which is available at www.teachernet.gov.uk/wholeschool/familyandcommunity/childprotection/goodpractice/saferrecruitment/

The Local Picture in Nottinghamshire

A recently commissioned report for the Local Authority offers a snap shot into how schools in Nottinghamshire deal with bullying. It was based on an objective analysis of inspection reports and exclusion data, the examination of the range of support delivered through centrally funded services and the results of the Tellus2 Survey.

The report suggests that bullying in Nottinghamshire schools is in line with the national average, but expresses concern that where incidents of bullying are detected clearer mechanisms for reporting are needed.

It also highlighted the need to make policies and guidance in schools tighter to update it to the standards suggested by new government guidelines.

Safe to Learn: Embedding anti-bullying work in schools (2007).

This provides a comprehensive guide to anti-bullying work highlighting the issues of *cyber bullying* and *homophobic bullying* as areas that schools need to make specific reference to in their policies.

This document will form the basis of the Nottinghamshire approach to supporting schools in anti-bullying work.

Ways to reduce bullying in Nottinghamshire Schools

How to implement and create a whole school policy

The Department for Children, Schools and Families recommends that all schools develop their anti-bullying policies in accordance with the principles set out in *Bullying- a Charter for Action*. This sets out clear principles so that all the school community knows the school standpoint on all forms of bullying.

Once the school is satisfied that its policy stands up to these principles then they can register their school with the Anti-Bullying Alliance(ABA) as a signatory to the charter and display it in school so all can see that they have considered this issue seriously.

The DCSF also recommends that anti-bullying work follows the same process as and is integrated into the School Improvement Plan.

In addition to the statutory requirements it is recommended that:

- Governing Bodies assign the role of monitoring and evaluating the effectiveness of anti-bullying measures to a lead governor or a committee of the governing body
- The specific responsibility for anti-bullying work is part of the leadership structure

The role of the Specialist Lead Professional should include these core elements:

- Date evaluation to inform policy development
- Coordination of anti-bullying curriculum opportunities
- Overview of anti-bullying prevention and response strategies
- Managing personnel practices to ensure alignment with the school anti-bullying policy and practice

Auditing Current Practice

All schools have strategies in place for anti-bullying work but a regular review is required to check that they are operating effectively within the school, are supported and understood by all and address the issues currently giving concern.

There are lots of guidelines available from the government, other LA s and the voluntary sector but it is important that the school makes these their own with full consultation and building on current good practice.

An audit is a useful starting point and there are some tools available:

- The National Strategies Behaviour and attendance audit school for primary schools
- The National Strategies Behaviour and attendance audit tool for secondary and middle schools
- The Anti-Bullying Alliance self assessment toolkits and questionnaires for use by staff, pupils and parents

www.standards.dcf.gov.uk/primary/publications/banda/eaudit

www.standards.dcf.gov.uk/keystage3/downloads/ba-indepthaudit020703bk04.pdf

www.anti-bullyingalliance.org.uk

Schools using these to collect data need to be aware that this can be a massive undertaking if they involve the whole school population and may need to use sampling i.e. a group from every year in a large school.

Qualitative data may also be useful and can be collected using PSHCE lessons, focus groups, school council.

Consultation

Some schools may wish to include bullying as part of their wider behaviour policy, this means that the governing body must make and review a written statement of principles to guide the head teacher in determining measures to promote good behaviour. Some of these measures directly relate to bullying (respect for others on the part of pupils: prevent all forms of bullying among pupils and securing that the standards of behaviour are acceptable).

This should be done on average every two years. It would be useful if schools consulted similarly upon anti-bullying work with the whole school community.

Schools may wish to consider whether they need to construct a new policy or refresh the existing one based upon recent developments.

A working group within the school could be set up to coordinate the work. This could include:

- The Lead Behaviour Professional
- A Representative of the Governors
- The Anti-bullying Coordinator
- Support staff
- A parent
- Pupil representation
- Outside Agencies working in this area- Police, LA professionals working in the school (Youth Service, Education Psychology Service, BST, Community representatives)

This group may wish to meet as a whole but often this is not practical and some schools find coordinated smaller consultations with the lead in this work more productive.

What should be in school anti-bullying policy?

The Anti-Bullying Charter provides a good starting point. The policy should be a policy which conforms to a nationally agreed framework whilst being both appropriate to the whole school community and accessible to them.

A basic checklist

(More comprehensive guide lines will be available to schools with support and training)

- A. A definition of bullying behaviour including all forms of bullying behaviour involving all members of the school community.
- B. Reporting and responding to bullying including support to the victim, the bully and clear sanctions to be followed.
- C. Recording bullying and evaluating the policy.
- D. Strategies for preventing bullying, including the opportunities to include anti-bullying work in the curriculum, pupil participation in anti-bullying strategies, support systems.
- E. Links with other policies:
 - School improvement policies
 - Curriculum policies – PSHCE, SEAL
 - Safeguarding policies
 - Behaviour policy (if separate)
 - Staffing policies
 - Equality and diversity policies
 - Healthy Schools
 - School communication policies and celebration of achievement practices

Communicating the policy

The anti-bullying charter can be an effective way of communicating the schools commitment to anti-bullying work. It can be included in part of home school agreements as well as being displayed in schools and on school websites.

Summaries of the policy should be in staff and governor handbooks and included in induction programmes for staff.

Smaller guides for parents and young people are often a good idea to go with the policy (these can be designed by young people as part of the process).

The law requires the head teacher to publicise the school behaviour policy and make it known to parents, staff and pupils at least once a year.

Monitoring and review

The Anti- Bullying policy document should be dynamic, schools should regularly note down any amendments; new strategies etc and attach these to the original to form the basis of the reviewing process.

Progress should be monitored by establishing effective data recording systems as well as using qualitative data from feed back from parents, staff and pupils.

Regular reminders of the policy including opportunities throughout the school year can keep the policy fresh (Induction for new pupils involving existing pupils, Anti-Bullying Week, SEAL, Healthy Schools activities).

Evaluation

Key Questions might be:

- Do the data and views of people gathered show that the school has achieved what they set out to do?
- What have the school learned about how to develop anti-bullying work?
- What are their next priorities in this area?

Schools can use this as part of their Self Evaluation Form

Section 4b

To what extent do learners feel safe from bullying and racist incidents?

Section 4d

How well do learners make a positive contribution to the community?

What are effective strategies to prevent and respond to bullying?

There is no one definitive strategy to successfully combat anti-bullying behaviour, however there have been many successful ones which have contributed to creating safer learning environments.

Schools need to adopt a range of methods to reduce bullying and tackle it effectively when it does occur.

As well as establishing a strong policy a successful school may adopt the following:

Class time to raise awareness:

- PSHCE and Citizenship lessons
- SEAL-Social and Emotional Aspects of Learning
- The use of creative learning through art, music, drama

Awareness- raising across the whole school:-

- Anti-bullying Week-November each year
- Targeted work or individual learning
- Whole school assemblies
- Events such as theatre groups, focus days

Pupil Voice and Participation:

- Involving pupils through school council or other activities – Are you talking to Me?: Young Peoples Participation in anti-bullying, an anti-bullying resource gives guidance on this
- Peer Mentoring Schemes
- Circle time and tutorial work
- Pupils encouraged and supported to discourage the Bystander culture
- Assertiveness training

Adult support:

- All staff should feel confident to deal with bullying and may need professional development and support with this
- Adult mentoring may also be a useful tool to support victims and work with bullies
- Restorative practices can also be developed and are used successfully in some schools

The school environment; the school may need to consider looking at:

- The school playground and buildings as a safe area for children and young people
- School transport

Parents:

- The involvement and support of parents is very important in establishing successful anti-bullying strategies whether their child is being bullied or the bully
- Schools are legally required to have a complaints procedure and to make parents aware of this so they can voice their concerns in this area

Multi agency working; there are agencies which can support schools in this work within the Local Authority:

- The Anti-Bullying Coordinator – working as part of the Behaviour Support Team to offer support and guidance to schools on all aspects of anti-bullying work
- Educational Psychology Service
- CAMHS- Child and Adolescent Mental Health Services
- Behaviour support Team
- Safer Schools Partnerships working with the police in schools (including work on restorative justice)

The Legal Requirements

Local Authorities

The Children Act of 2004 states that the Local Authority must make arrangements

- To promote cooperation between the authority, its partners and others with a view to improving the well being of children in their area.(5) This includes the children's physical and mental health and emotional well-being, protection from harm and educational and social well being.(6)
- For ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children.(7)

Governing bodies

The law requires that governing bodies must:

- Make and review a written statement of general principles to guide the head teacher in determining measures to promote good behaviour.(8)
- Consult the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- Promote the well being of pupils in their schools; (9)
- Exercise their functions with a view to safeguarding and promoting the welfare of pupils;(10)
- Produce an Annual Profile answering the question “How do we make sure our pupils are healthy, safe and supported?”(11)
- Have a race and equality policy; and assess and monitor its impact with particular reference to the impact on pupils’ attainment; (12)
- Have a disability equality scheme (13) and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled (14)
- Establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures.(15)

Head Teachers

The law requires that head teachers must:

- Determine the more detailed measures on behaviour and discipline that form the schools behaviour policy which must include measures to be taken with a view to “Encouraging good behaviour and respect for others and in particular preventing all forms of bullying among pupils”(16)
- Publicise the measures and draw them to the attention of all pupils, parents, staff at least once a year;
- Determine and ensure the implementation of a policy for the pastoral care of the pupils.(17)
- Ensure the maintenance of good order and discipline at all times during the school day when pupils are on the school premises or engaged in authorised school activities on the premises or else where.(18)

Teachers

The law requires that teachers must:

- Promote the general progress and well being of individual pupils and of any class or group of pupils assigned to them (19), which includes ensuring as far as possible that the pupils are free from bullying and harassment
- All staff must apply the school rewards sanction lawfully.

Legal Powers

The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour (20)
- Head teachers, to such an extent as is reasonable, to regulate the behaviour of pupils when they are off school site (21) (Important when regulating Cyber bullying)
- School staff to use physical force in certain circumstances (22)

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Approved by: - The Anti- Bullying Steering Group
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Ref

1. *Safe to Learn: embedding anti-bullying work in schools (2007)*
2. www.antibullyingalliance.org.uk
3. www.childrenscommissioner.org.uk
4. [www.ofsted.gov.uk /assets/3235pdf](http://www.ofsted.gov.uk/assets/3235pdf)
5. Section 10(1) and (2) Children Act 2004
6. Section 10(2) CA 2004
7. Section 11(2) (a) CA 2004
8. Section 88(2) (a) Education and Inspections Act 2006
9. Section 21(5) education Act 2002, inserted by s38 EIA 2006
10. Section 175 (2) EA 2002
11. Section 30A EA 2002, inserted by s104 Education Act 2005 (+ does not apply to Nursery schools or PRU)
12. Section 71 Race Relations Act 1976, as amended by s 2 Race Relations (Amended) act 2000. See also Race Relations Act 1976 (Statutory duties)
13. Section 49D Disability discrimination Act 1995 as inserted by s3 disability discrimination Act 2005
14. Section 28C DDA 1995 as inserted by s13 special Educational Needs and Disability Act 2001
15. Section 29 EA 2002 (not PRU)
16. Section 89 EIA 2006
17. School Teachers Pay and Conditions Document 2006 section 63.13(www.teachernet.gov.uk/payandperformance/pay)
18. STPCD 63.14.2
19. STPCD 76.2.1
20. Section 91 EIA 2006 (The power may be exercised by any member of staff at a school providing education to a pupil. It does not include a power to exclude)
21. Section 89(5) EIA 2006 (In a PRU head teacher means the teacher in charge)
22. Section 93 EIA 2006

Organisations that can offer support

The DCSF does not necessarily endorse all the views expressed by these organisations.

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying, and creating safer environments in which children and young people can live, grow, play and learn. Telephone: 020 7843 1901
www.anti-bullyingalliance.org.uk

National Healthy Schools Programme

A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme coordinator.
www.healthyschools.gov.uk

11 Million (Office of the Children's Commissioner)

Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account. Telephone: 0844 8009113
www.11million.org.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
www.ofsted.gov.uk/

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion. Telephone: 0845 230 2560
www.actagainstbullying.com/

Actionwork

A multi-media organisation using film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying. Telephone: 01934 815163
www.actionwork.com/

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools. Telephone: 0808 800 5793
www.ace-ed.org.uk

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people. Telephone: 0845 338 5060
www.beatbullying.org

Bully Free Zone

provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals. Telephone: 01204 454958
www.bullyfreezone.co.uk

Bullying Online

provides an email advice service for children and young people, as well as online help and information for schools and pupils.

www.bullying.co.uk

ChildLine

Offers a free 24-hour helpline and counselling service for children in distress or danger. Telephone: 0800 1111

www.childline.org.uk

Children: Homes, Advice and Teaching Ltd (C: HAT)

C:HAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives through consultancy, behaviour management and children's homes. Telephone: 0116 259 3008

www.chatltd.com

Children's Legal Centre

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Telephone: 0800 7832187

www.childrenslegalcentre.com

Commission for Racial Equality

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality. Telephone: 020 7939 0000

www.cre.gov.uk

Diana Princess of Wales Memorial Award for Young People

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

Telephone: 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education. Telephone: 0808 1000143

www.eachaction.org.uk

Education for All

Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Telephone: 020 7593 1851

www.stonewall.org.uk/education-for-all

Goldsmiths College

The Psychology department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.

www.goldsmith.ac.uk/departments/psychology/research

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Telephone: 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives. Telephone: 020 7272 5630.

www.leaplinx.com

Mencap

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

Telephone: 020 7454 0454

www.mencap.org.uk

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4— to 11-year-olds. Telephone: 0870 759 3388

www.missdorothy.com

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. Telephone: 0845 0704004

www.autism.org.uk

National Children's Bureau

promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, it provides information on policy, research and best practice. Telephone: 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes. Telephone: 020 7825 2500

www.nspcc.org.uk

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child. Telephone: 0808 800 2222

www.parentlineplus.org.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.

Telephone: 01273 298299

www.schools-out.org.uk

Stonewall

a campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. Telephone: 020 7593 1850

www.stonewall.org.uk

Teachers TV

A section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence

a national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people. Telephone: 01483 684552

www.ukobervatory.com

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. It operates via a network of affiliated local charities, the Witness Service and the Victim Support Line. Currently developing specialist and outreach services for children and young people affected by crime and bullying. Telephone: 0845 3030900

www.victimsupport.org.uk

Young Voice

Undertakes research with children and young people. Works in partnership with them on a wide range of issues including bullying, and offers research, evaluations, training and consultancy.

www.young-voice.org

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve the youth justice system, and to prevent offending by children and young people up to the age of 17. Telephone: 020 7271 3031

www.youth-justice.gov.uk

