

Improvement & Inclusion Service

Anti Bullying Policy

2010



Working in partnership for the people of Herefordshire



CHILDREN AND YOUNG PEOPLE ANTI-BULLYING POLICY

Forward

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

Addressing bullying is important to all the five outcome areas of Every Child Matters: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution and Achieve Economic Well-Being. Herefordshire's young people need to be able to grow and develop in a safe, stable and nurturing environment in order to succeed within the Every Child Matters framework.

This document demonstrates the commitment of Herefordshire's Children's Services to recognising the importance of bullying in people's lives and our determination to reduce the likelihood of bullying developing and to deal effectively with it when it does.

It is our moral and legal duty to address all forms of bullying and by acting together, organisations and individuals working with children and young people can challenge and deal with bullying in Herefordshire.

I commend this document to you as an aid to carrying out this important work.

Sharon Menghini
Director of Children's Services

Introduction

In 2006 more than 31,000 children and young people called the national organisation Childline about bullying, making it the most common issue raised by callers. Bullying was also the number one concern reported by young people consulted for the Make Space Youth Review. A recent MENCAP report found that 8 out of 10 children and young people with learning disabilities were bullied at school or when they go out. In 2006, one in five London school children experienced cyber-bullying and two-thirds of victims kept it from their parents.

Despite a lot of work going into preventing bullying, it remains a very high profile problem that affects children and young people's lives and their ability to learn and develop.

Evidence from several recent surveys (Every Child Matters Survey 2009, Secondary pupils and the Tellus 4 survey aimed at Years 6, 8 and 10) indicates that Herefordshire is generally on a par with other areas when compared with National statistics.

The local Tellus 4 survey (2009) which included information from 11 schools, indicated that 32.2% of Herefordshire pupils said that they had experienced bullying in the last 12 months. This compares with the national picture of almost 29% from the Tellus 4 surveys. The more comprehensive local Every Child Matters Survey results (2009) indicated that 25 % of secondary age pupils had suffered some kind of bullying. What is also evident from the ECM survey results is that 45% of secondary pupils felt that the school had dealt with the bullying either 'quite well' or 'very well'. Importantly, half of the 19% of 15 – 19 year olds surveyed who said that they had experienced bullying on the way to school/ work or college. Verbal bullying was still the most common type of bullying recorded.

The harm caused by bullying has been well documented in the past;

“Bullying and the harm it causes – such as low self-esteem, truancy, anxiety, substance misuse, suicide and self-harm – is now recognised as endemic. It blights lives here and now, and will continue to do so in the future, unless positive steps are taken to tackle it.”

(National Children's Bureau November 2004 – 'Spotlight' publication)

Article 19 of the UN Convention on the Rights of the Child states that children (and young people) have the right to be protected from all forms of physical or mental violence.

Even though staff in schools and other settings are aware of the importance of tackling bullying, Jim Knight, Minister of State for Schools and 14-19 Learners wrote in January 2007,

“We are committed to ensuring all schools have effective policies in place to

prevent and tackle bullying. Bullying can have an adverse impact on standards and on behaviour and attendance. In spite of this the available evidence shows that some children are being bullied in school without effective action being taken to address this, and some schools do not have effective anti-bullying policies in place.”

The case then is well made: bullying causes distress, misery and damage to children and young people and it exists in Herefordshire, as it does in all areas of the UK. Staff working in settings such as schools, children’s centres, nurseries, youth clubs and foster homes have both a moral and a legal duty to address all forms of bullying.

Ofsted’s new framework for inspection (2009) will evaluate the pupil’s views concerning how safe they feel in school, how able they feel to seek support from the school, whether they feel listened to, whether they know how to complain and ask for help and if they and their parents feel that issues have been considered fairly and that the appropriate action has been taken.

This document should be read in conjunction with the other key documents regarding bullying in Herefordshire:

- 1 Developing your Safe Schools Policy and Safe Practice; Anti-bullying Guidelines and Strategies and examples of good local practice. This gives essential information to schools. It was developed by the Herefordshire Psychology Service and includes outlines of practical interventions and strategies. For more information please contact Caroline Wright (Clerical Supervisor) on 01432 260886 or Adrienne Clarke, Senior Educational Psychologist on 01432 260881.
- 2 Herefordshire Safeguarding Children Board agreed inter-agency procedure, ‘Bullying’. This is available on the Council website. For more information please contact the HSCB Business Manager on 01432 260100.

In addition to these there are policies developed covering early years settings, children’s centres, youth clubs and foster carers.

Contents	Page
Forward	1
Introduction	2
Contents	5
Aims	6
National Framework	6
Definition of bullying	7
How bullying can start	8
Children who are likely to be bullied	8
Children who are likely to bully	8
Bystanders	9
Action and Prevention	9
Strategies for dealing with bullying	11
Other victims of bullying	12
Children and young people with disabilities	13
Looked after children and young people	14
Cyber-bullying	14
Homophobic bullying	15
Racist bullying	15
Anti-bullying policies	17
Further Information	18
Appendix 1 – Dealing with bullying	19
Appendix 2 - Bullying Recording Sheet	25

Aims

This document aims to:

Acknowledge, address, challenge and reduce bullying by:

- Promoting better understanding of the nature of bullying;
- Emphasising the negative impact and wide spread nature of bullying;
- Encouraging settings like schools, youth clubs and foster carers to promote a culture of openness to enable bullying to be acknowledged;
- Helping practitioners by directing them to further advice, guidance and support in dealing with bullying.

National and Legal Framework

Section 175 of the Education Act 2002 places a duty on Local Authorities and governing bodies to safeguard and promote the welfare of children.

The Outcomes Framework from Every Child Matters and the subsequent Children Act 2004 identifies within 'Staying Safe' the specific aim of ensuring that all children and young people are 'safe from bullying and discrimination'. In addition, the Outcomes Framework includes a key indicator, '% 11-15 year olds who state they have been bullied in last 12 months'.

This aim is supported through the other key themes of:

- 1 'Be healthy': sustaining positive mental health;
- 2 'Enjoy and achieve': enjoying the social experience provided in various settings and that achievement is not inhibited;
- 3 'Make a positive contribution': developing positive relationships; and,
- 4 'Achieve economic well-being': taking positive relationships into the workplace.

From April 1st 2007, the Headteacher's duty to take measures to prevent bullying is made clear in s89(1)(b) of the Education and Inspections Act 2006. Previously it was s61(4) School Standards and Framework Act 1998.

Section 89 Determination by Headteacher of Behaviour Policy Subsection (1) requires that Headteachers must determine measures to be taken with a view to:-

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of

- pupils and, in particular, preventing all forms of bullying among pupils,
- (c) securing that the standard of behaviour of pupils is acceptable,
 - (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
 - (e) otherwise regulating the conduct of pupils.

Schools have a duty of care which extends to taking all reasonable steps to ensure the safety of children from physical, emotional and educational harm while in their charge. All schools should have an anti-bullying policy although this can be included in their behaviour policy.

Definition of bullying

One difficulty when considering bullying and how to address it is that many people carry a different understanding of what bullying is. For example, if a parent, a pupil and a teacher were asked to give a definition it is most likely that you would get three quite different responses. Very often the main characteristic that seems to be missed, especially by parents, is that bullying comprises of incidents repeated over a period of time. It is not uncommon for parents who, following a single, unpleasant incident in the playground involving their child, claim their son or daughter is being bullied.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying can take many forms, but the three main types are:

- 1 Physical – for example, hitting, kicking, shoving, theft
- 2 Verbal – for example, threats, teasing, name-calling, racist or homophobic remarks
- 3 Emotional – for example, isolating an individual from activities/games and the social acceptance of their peer group

Increasingly, information technology is being used as a means of communicating verbal and emotional bullying (see section on cyber-bullying).

The Select Committee Report March 2007 offered sound advice regarding the issue of definition:

- 1. We welcome the current DfES guidance to schools, that they should involve the entire school community in agreeing a definition of bullying. We recommend that additional guidance is given to schools on how to ensure difficult issues, such as the use of homophobic language and more subtle forms of bullying, are included in this process. (Paragraph 17)*
- 2. All schools should ensure that parents, pupils and staff are aware of the*

agreed definition. Teachers, other staff, pupils and parents should all be aware of how the definition affects their own behaviour and what is expected of them. Schools should review their policy and report incidents regularly and use this as an opportunity to achieve consistency in reporting and responding to incidents of bullying and to develop teachers' skills in tackling them. (Paragraph 18)

3. We would recommend that schools target their attention on key times and locations where bullying is more prevalent. (Paragraph 19)

How bullying can start

Bullying often starts with apparently trivial events such as teasing and name-calling, which nevertheless rely on an abuse of power. The effects of verbal and emotional bullying should not be underestimated as they can blight a child's life and cause serious, long, term damage. Such abuses of power, if left unchallenged, can lead to the perpetrator subsequently inflicting more serious forms of abuse, e.g. domestic violence, racial attacks and sexual offences.

Children who are likely to be bullied

Any child may be bullied, but bullying often occurs if a child has been identified in some way as vulnerable or different from the majority, e.g. socially, culturally, ethnically or physically. They may also be inclined to spend more time on their own. Children with few friends are particularly vulnerable, possibly having poor social skills, and bullies often victimise those who have no one to support them.

Children living away from home are particularly vulnerable to bullying and abuse by their peers.

The damage inflicted by bullying can often be under-estimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm including being associated with self-harm. The impact of bullying can have both short-term and long-term effects.

Children are often held back from telling anyone about their experience either by threats or a feeling that nothing can change their situation.

Parents, carers and agencies need to be alert to any changes in behaviour such as refusing to attend school or a particular place or activity, or becoming withdrawn and isolated.

Children who are likely to bully

Children who bully have often been bullied themselves and suffered considerable disruption in their own lives, but bullying may occur because the child is unhappy, jealous or lacking in confidence.

Work with children who bully, including those who sexually offend, should recognise that they are likely to have significant needs themselves and may be

suffering or be at risk of significant harm as well as posing a risk of significant harm to other children.

Bystanders

Children / young people and/or adults who observe bullying often find it very distressing, but feel powerless to do anything about it, for fear of being bullied themselves. They may even be perceived to be colluding with bullying or ignoring it. A setting which encourages an active stance against bullying can provide clear guidelines for children and young people and adults who witness such behaviour. In schools children and young people can be empowered by giving them opportunities for discussing strategies in various situations such as PSHE, assemblies, circle time etc. In foster care settings this can be achieved through family meetings, or one to one discussions with children / young people.

Action and Prevention

Social and Emotional Aspects of Learning (SEAL) is a curriculum resource to help both primary and secondary schools develop children's social, emotional and behavioural skills. It includes assemblies and follow-up ideas for work in class. It will be used by schools who have identified the social and emotional aspects of learning as a key focus for their work with the children. These will be schools who know that the factors holding back learning in their setting include children's difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. They will not necessarily be schools where behaviour and attendance are poor. The materials will help to develop children as effective learners, and are therefore relevant to schools without significant behaviour problems as well as to those with behaviour or attendance as key issues. SEAL aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They build on effective work already in place in the many primary schools which pay systematic attention to the social and emotional aspects of learning through whole-school ethos, initiatives such as circle time or buddy schemes, and the taught PSHE and Citizenship curriculum.

The materials are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, Going for goals!, Good to be me, Relationships and Changes.

For a more detailed description of the pack and many more targeted downloads in the SEAL please go to www.standards.dfes.gov.uk

Factors that would help reduce bullying from developing are generally acknowledged to be:

- Achieving a sense of community by ensuring organisations take seriously behaviour which upsets children;
- Reducing the likelihood of children becoming isolated and vulnerable by recognising each child's needs, and in residential settings, supporting them to adapt to their living arrangements;
- Nurturing friendships between children;
- Supporting children for whom English is not their first language and others who may have difficulty communicating their needs and concerns as a result of learning or physical disabilities;
- Supporting children who have any difficulties in communicating as a result of a learning and/or physical disability;
- Enabling children with personal concerns to feel they can approach any member of staff within the organisation in the knowledge that the staff will respond appropriately.

Creating an anti-bullying climate that is conducive to equality of opportunity, cooperation and mutual respect for differences can be achieved by:

- Having a low tolerance of minor bullying – “Nipping in the bud” the incidents at the earliest sign;
- Never ignoring victims of bullying, always showing an interest/concern;
- When appropriate, publicly acknowledging the bullying child's distress;
- Organising quality groups/circles, which allow children to work together to identify their own problems, causes and solutions with sensitive facilitators;
- Involving pupils, parents and staff – perhaps setting up a working group to monitor bullying and to develop ways to combat it.

In order to maintain an effective strategy for dealing with bullying, the traditional ideas about bullying should be challenged, for example:

- 1 It's only a bit of harmless fun.
- 2 It's all part of growing up.
- 3 Children just have to put up with it.
- 4 Adults getting involved make it worse.

Clear messages must be given that bullying is not acceptable and children must be reassured that significant adults involved in their lives are dealing with bullying seriously.

A climate of openness should be established in which children are not afraid to address issues and incidents of bullying. This is essential if children and young people are to be encouraged to seek help. It should be noted that, in the Herefordshire Youth Survey 2007, only 53% of young people asked for help with 94% of them approaching a teacher at school or college. Only 39% reported that the teacher took the issue very seriously and that the bullying stopped. 22% considered that the teacher did not really listen and nothing happened.

Consideration should always be given to the existence of any underlying issues in relation to race, gender and sexuality. This should be addressed and challenged accordingly.

Interestingly, bullying is often associated with specific places, for example, a certain poorly lit corridor, toilets, bus-stops and so on. Schools and other settings would do well to consult with children and young people to get their view about such 'hot-spots' with a view to prevention.

Where a child is thought to be exposed to bullying, action should be taken to assess the child's needs and provide support services.

Strategies for dealing with bullying

There are many responses that schools and other settings can use to deal with bullying. Many of these are outlined in the Herefordshire Psychological Services document, Developing your Safe Schools Policy and Practice; Anti-Bullying Guidelines and Strategies (copies available from Caroline Wright 01432 260886). These include:

- Sanctions for the bullies; it should be clear what the sanctions are, and in what circumstances they will apply. Strong sanctions, such as exclusion, may be necessary in cases of severe and persistent bullying. If exclusions are included among the range of sanctions, then consideration should be given as to when a fixed-term or permanent exclusion will be considered appropriate.

- Involving parents – it is usually advisable to keep parents/carers (of both victim and perpetrator) informed and to work with them to find solutions.
- Circle Time - this is an activity frequently used in primary schools to share feelings and as a forum for conflict resolution. As part of a daily routine it can greatly enhance the feeling of belonging and mutual respect.
- The Pikas Approach - this deals with group bullying (for more information please see Appendix A).
- No Blame Approach - this has some similarities with the Pikas Approach and uses social dynamics to take away the implicit approval by the peer group for bullying to take place (for more information please see Appendix A).
- Peer Support System - appropriately trained children and young people able to help their peers to resolve their problems. This can range from Peer Supporters passively listening to the victims, to peers actively intervening (for more information please see Appendix A).
- Restorative Justice - an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships. The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process (for more information please see Appendix A).

It is worth remembering that some bullies, when challenged by schools or other organisations, sometimes merely transfer their bullying to another victim. When such individuals are identified the response, whatever strategy is used, should take account of the accumulative effects of their bullying activities.

All settings in which children are provided with services or are living away from home should have in place anti-bullying strategies and procedures to deal effectively with any bullying incidents. These include schools as well as all early years settings, children's centres, foster carers, youth clubs and all other children's organisations.

Other victims of bullying

It should not be forgotten that bullying can occur in any setting where groups of people come together, including the work-place. Staff in schools can sometimes be victims of bullying by other staff and also by the students or parents. In 2007, the Teacher Support Network reported a four-fold rise in numbers complaining of being bullied by colleagues.

An earlier joint internet survey by the Teachers Support Network and the Association of Teachers and Lecturers found that 1 in 10 teachers had been bullied on websites such as YouTube, MySpace, Bebo and RateMyTeacher. Nearly half had been harassed by email; and almost 40% had received silent phone calls. Pupils were responsible for over a third of the incidents. 17% of teachers had taken sick leave as a result.

Children and young people with disabilities

The shocking case of Steve Hoskins, the man with learning disabilities that was tortured, humiliated and murdered, has raised the issue of the bullying of people with disabilities to a very high level of awareness. It may be worth considering the definition of disability as stated in the Disability Discrimination Act, "... a physical or mental impairment which has a substantial and long-term effect on his or her ability to carry out normal day-to-day activities." With this in mind, it would be reasonable to consider all children and young people that have a special educational need, including dyslexia, emotional and behavioural difficulties and other 'unseen' difficulties, as having a disability.

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Mencap has reported that eight out of ten children with learning disabilities have been bullied at school and that six out of ten have been physically hurt. Mencap surveyed 500 children and young people aged eight to 19 with a learning disability. For more detail please go to:

www.mencap.org.uk/html/campaigns/anti_bullying/

Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

It is believed that bullying of people with disabilities at all levels still goes largely unreported. It is essential that staff working with this client group are aware of their human rights and guard against any form of bullying and are able to take appropriate action.

To find out more about good practice on tackling bullying of people with learning

disabilities go to:

www.communitycare.co.uk/bullying

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Looked-after children and young people

At any one time around 39,000 children of school age are looked after. For most children, care is intended to be time-limited, with the aim that the child will return home as soon as possible. All looked-after children have distinct backgrounds, identities, aspirations and particular needs, and only a very small percentage enter care because of their own behaviour.

Looked-after children deserve the same life chances as any other children: to be healthy, stay safe, enjoy and achieve, make a positive contribution to society and achieve economic well-being. Accordingly, Local Authorities have a duty under section 52 of the Children Act 2004 to promote the educational achievement of the children in their care.

However, they will only be able to achieve this with the active cooperation of schools, early years and other settings. Looked-after children as a group are no less able than their peers but they often underachieve. Their lives are often characterised by instability and many spend time out of school. As a result, they fall behind with school work and often do not receive the help and support they need to catch up.

As such they are easily identified by their peer group as under performing and different and can often become victims of bullying. Schools and foster carers should be particularly alert to this danger by closely monitoring the well-being and progress of the children and young people in this extremely vulnerable group.

Cyber-bullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyber-bullying'. It's crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and young people have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

According to a survey in 2006, of 1,500 children aged 8 to 13, a fifth have

received abusive text messages on their mobile phones. Malicious texts ranged from rude messages from friends whom the children had fallen out with to sexually explicit texts, physical threats and bullying.

The advent of cyber-bullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyber-bullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. It can follow children and young people into their private domain. It gets at youngsters within their own homes, their own bedrooms. There is no safe sanctuary. Cyber-bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

Research carried out by the Anti-Bullying Alliance identified seven types of cyber-bullying, ranging from abusive text messages, emails and phone calls to bullying in internet chat rooms, social networking sites and instant messaging. The research showed a gender bias: girls were more likely to be subjected to cyber-bullying, especially by text message. About a third of victims had never told an adult about their problem.

For further information please see page 19.

Homophobic bullying

According to Stonewall, the gay and lesbian rights lobbying organisation, homophobic bullying is almost endemic in UK schools. Almost two thirds (65%) of young lesbian, gay and bisexual pupils who responded to Stonewall's survey said that they had experienced direct bullying. Three quarters (75%) of young gay people attending faith schools experienced homophobic bullying.

Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. Ninety per cent of young gay people hear phrases, "that's so gay" or "you're so gay" in school, and over four fifths hear such comments regularly.

'Stand Up For Us – Challenging Homophobia in Schools' 2004 is available on teachernet Online Publications. The document begins by setting out a practical approach for schools to assess quickly the scale of homophobic bullying they face. It goes on to suggest steps which schools can take to create an environment where everyone can feel welcome and valued, as well as ways to deal with specific instances of bullying.

Racist bullying

Principally racism has focused over the centuries on physical characteristics — most notably skin colour — as a marker of significant difference between 'us' and 'the other'. Nearly always, though, there have been cultural components as well — the other is perceived to be an outsider with regard not only to their physical

appearance but also to matters of custom, beliefs and values.

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. Other members of the same group, family or community are in consequence made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised. 'When they call me a Paki,' explains nine-year-old Sereena, 'it's not just me they're hurting. It's all my family and all other black people too.'

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

Bullying on grounds of racial background is illegal and all settings catering to the needs of children and young people should take a robust stance. All incidents of racial harassment should be recorded and reported through the system outlined in the local guidance, Dealing With Racial Harassment.

The demographical make-up of Herefordshire is changing with, from the school census data 2007, 3.96% of the school population now belonging to a minority ethnic group. All the ethnic groups are increasing year on year with the biggest jump in recent years coming from European families, especially those from Poland and Portugal. Schools should be particularly aware of incidents involving refugee children, many of whom, due to previous experiences, may be distrustful of authority and as a result less likely to report incidences of bullying. The largest single group in the county – although, it is acknowledged that this group is made up of several other sub-groups – is that of Travellers.

Children and young people from minority backgrounds are particularly susceptible to bullying. Travellers, especially, have over many years had to endure direct and indirect racism and this is very likely to take the form of bullying in schools and other settings.

In 2003 the DfES introduced two additional categories for schools to use for ethnic monitoring; Gypsy/Roma and Travellers of Irish Heritage. Bullying of Travellers should therefore be considered as race hate. Travellers often experience low level name-calling and physical bullying. Quite often, this comes to a head when the Traveller loses patience and reacts violently. Too often the Traveller is left getting the blame.

The DCFS has posted information on racist bullying which can be accessed through the following link;

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/introduction/> If you then click <racism's various forms> the following information is available;

Forms of prejudice and intolerance

- 1 Anti-Traveller prejudice - it was pointed out that prejudice towards Gypsy and Traveller people continues to be 'respectable' in many quarters and that it is a significant factor affecting the lives and life-chances of children and young people who are targeted by it. A further negative consequence is that the task of winning the trust of children and young people of Gypsy and Traveller backgrounds is rendered even more difficult and sensitive.

The severity of Traveller marginalisation will not make it easy to overcome. All our work with all young people in schools, as well as increasing parental understanding of and involvement in the education process, has a vital contribution to make.

Anti-bullying policies

There is a legal duty to have an anti-bullying policy and to safeguard children / young people in schools. This can be incorporated into the behaviour/discipline policy or as a separate stand-alone document. By having a separate guidance document it is possible to set out in more detail a whole-setting response to the issue, and offer examples of aims and practices from other settings, together with strategies for dealing with individual bullies and victims. Recognition of the seriousness of bullying behaviour, and of the need to eradicate it, should be included routinely in:

- i) the school's behaviour policy;
- ii) the fostering service.

In communicating the policy it should be emphasised that it aims to prevent bullying becoming an issue rather than it being a reaction to an established problem.

Anti-bullying policies should include:

- A definition of bullying, including racist, sexist, homophobic, cyber, and bullying based on a disability or learning difficulty;
- Aims and objectives;
- Procedures to follow: whom to tell, how to record bullying, the measures taken to stop further bullying, and details of any sanctions;
- Intervention techniques, such as curriculum support, training policies and delivery, and a reminder of the bullying policy – for example, through school assemblies.

The anti-bullying policy must dovetail with the school's behaviour, equal

opportunities and race discrimination policies.

Early years settings should also refer to The Early Years Foundation Stage (EYFS) which is a comprehensive framework which sets the standards for learning, development and care of children from birth to 5. The EYFS builds on and will replace the existing statutory Curriculum Guidance for the Foundation Stage, the non-statutory Birth to Three Matters framework, and the regulatory frameworks in the National Standards for Under 8s Day Care and Childminding. All registered early years providers and schools will be required to use the EYFS from September 2008.

All settings, especially primary and secondary schools and youth clubs, should have internal record keeping systems to log incidents of bullying. One example of a record sheet can be seen in Appendix 1.

Secondary schools (and youth clubs) are required to report all recorded incidents of bullying centrally to the Local Authority via the Healthy Schools website – www.herefordshirehealthyschools

Further Information

Safe to Learn: embedding anti-bullying work in schools (DCSF)

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

The anti-bullying guidance for schools, launched in September 2007. It includes guidance for dealing with cyber-bullying, homophobic bullying and so on.

Don't Suffer in Silence

www.dfes.gov.uk/bullying

DCSF advice and resources to pupils, parents and schools

Kidscape

www.kidscape.org.uk

Advice, guidance and resources for children, professionals and parents.

Anti-bullying Alliance

www.anti-bullyingalliance.org.uk

Advice, guidance and resources for children, professionals and parents.

Anti Bullying Network

www.antibullying.net

Information for young people, parents and teachers on tackling bullying within schools.

Bullying Online/Cyberbullying

www.digizen.org/cyberbullying/

This includes information about the DVD, 'Let's Fight It Together' along with a full teacher's guide and lesson plan.

www.bullying.co.uk

Offers advice, guidance and resources for pupils, parents and schools.

Homophobic bullying

www.publications.teachernet.gov.uk

Access to Stand Up For Us – Challenging Homophobia in Schools

www.stonewall.org.uk

A gay and lesbian rights lobbying organisation. Their 'school report' is at

www.stonewall.org.uk/schoolreport/

Social and Emotional Aspects of Learning (SEAL)

www.standards.dfes.gov.uk

A curriculum resource to help primary schools develop children's social, emotional and behavioural skills. It includes assemblies and follow-up ideas for work in class.

Children and young people with disabilities

www.communitycare.co.uk/bullying

www.mencap.co.uk

National charity providing help and support to anyone caring for children.

www.parentlineplus.org.uk

APPENDIX 1

Dealing with bullying

These approaches, mainly from the school context but may be applicable in other settings.

1) Restorative Justice

Restorative Justice is an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships.

The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Justice.' Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

In situations where bullying has occurred, whether we have been harmed or have caused harm to others, we have needs. Identifying what these needs are and getting them met is more likely to help resolve the situation satisfactorily.

For example: -

What I need when I have been harmed:

Someone to listen.

Space to think about the event and to calm down.

A chance to ask 'Why me?' 'What did I do to deserve it?'

If external agencies are involved or formal investigation is being undertaken, I need to be kept informed of progress.

I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected.

A sincere, spontaneous apology.

If possible, for things to be put right.

Reassurance that it won't happen again.
A sense of justice.
A sense of being able to put it behind me and of feeling more in control of my life.

What I need when I have caused harm to another person:

Time to think.
For someone to listen to my story.
To be able to explain to myself and the other person why I did what I did.
A chance to apologise.
To be able to put things right.
Reassurance that the matter is finished and that I can move on.

For the Restorative Justice approach to work certain guidelines need to be adhered to. These are:

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

Restorative Justice is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people.
It is "An invitation to join in conversation so that we may support and learn from each other."(Howard Zehr 2002)

2) The Pikas Approach

The Pikas Approach, also known as the 'method of shared concern', is a way of dealing with group bullying. It was developed in Scandinavia to counteract what they referred to as 'mobbing', with the aim of encouraging the group members to exercise their responsibility towards others as individuals rather than collectively.

What happens is that the gang takes on its own identity and all members accept the idea of tormenting a victim. Individual members might have doubts and anxieties about what they are doing, but through pressure to conform to the group's norms, they accept its values. The discomfort and unhappiness of the victim is ignored.

In Pikas's words, the most important step in combating the gang's activities is to 're-individualise the group members'. This involves the teacher meeting with

members of the gang individually and making each one aware of his or her own feelings of unease or embarrassment about the gang's bullying.

Each bully is encouraged to devise a solution to the bullying problem and to put this plan into action. The situation is monitored over a series of weeks through regular meetings between the teacher and each bully.

The staff member also meets with the victim. The aim is to be supportive and help the victim talk about the bullying. It sometimes emerges that the victim is not blameless, e.g. the provocative victim can provoke antagonism. In such cases the teacher explores the possibility of the victim doing something to improve the situation.

After several weeks of individual meetings, and only when the victim is ready for it, a meeting is arranged between bullies and victims to review the situation. The success of the meeting depends on how successful the teacher has been in working with the bullies during the previous weeks. Pikas argues that sooner or later, under guidance, the parties will find a way of living together.

The method of shared concern is not intent on apportioning blame, or giving out punishments, but on gaining acceptance of the fact that the victim's situation is very unpleasant.

It is important that members of staff become familiar with Pikas's techniques and approach before using the shared concern method and appropriate training should be given. The investment of time and effort in training is worthwhile as the method produces good results in a short period of time (please contact the Educational Psychology Team for details).

The procedure is:

Each of the group of bullies is interviewed individually to discuss the incident and explore his or her anxieties and reservations, as soon as possible after the incident.

The 'victim' is interviewed last, to reduce accusations of informing.

At the end of each interview there is a discussion about how each person will behave with the others involved, and what he or she will be saying to them.

Everyone is brought together to agree on their 'shared concern' and the action they will take.

The situation is reviewed a week later with the group, and monitored subsequently.

This strategy increases tolerance, promotes communication, and helps students to generate solutions themselves.

3) No Blame Approach

This has similarities to the Pikas Approach, and is also effective in reducing bullying.

Step One – interview with the victim

When the member of staff finds out that bullying has happened s/he starts by talking to the victim about their feelings. S/he does not question them about the incidents, but need to know who was involved.

Step Two – convene a meeting with the people involved

The member of staff arranges to meet with the group of pupils who have been involved. This will include some bystanders or colluders who joined in but did not initiate any bullying. We find that a group of six or eight young people works well.

Step Three – explain the problem

The staff member tells them about the way the victim is feeling and might use a poem, piece of writing or a drawing to emphasise their distress. At no time does s/he discuss the details of the incidents or allocate blame to the group.

Step Four – share responsibility

The staff member does not attribute blame but states that s/he knows that the group are responsible and can do something about it.

Step Five – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The member of staff gives some positive responses but s/he does not go on to extract a promise of improved behaviour.

Step Six – leave it up to them

The staff member ends the meeting by passing over the responsibility to the group to solve the problem. A further meeting is arranged to see how things are going.

Step Seven – meet them again

About a week later the staff member discusses with each student, including the victim, how things have been going. This allows them to monitor the bullying and keeps the young people involved in the process.

4) Peer support systems

The Arbitrating System

Useful for conflict resolution, this system appoints two arbitrators (one boy, one girl) in the class. It is helpful if these have had some basic training in mediating and negotiating, but it is also important that as many pupils as possible have a chance to act as arbitrators over a period of time.

How the Arbitrating System works:

Some children / young people still come to members of staff to solve their problems while others don't for fear of retribution from others. The system involves three stages of conflict resolution in and out of the classroom for all students, and the staff member, to follow.

Stage One

Try to resolve the conflict yourself. For example, if someone calls you a name you don't like, ask them not to call you that name again. The second child then is not allowed to refer to you in that manner again. If they do, you move on to Stage 2.

Stage Two

Go to either of the Arbitrators (one boy, one girl; it is important to have a different pair each week so that everyone gets a turn) and explain what has happened. That Arbitrator then decides on the consequences of each party's actions and outlines consequences to any guilty party in proportion to their offence(s). Suggested consequences or courses of action are listed in the group book as decided on during group discussion. If the Arbitrator is uncertain as to how to proceed or if any of the parties feel that they have been treated unfairly they may move to Stage 3.

Stage Three

Any party not satisfied that they were given a fair hearing may approach the staff member. They will then listen to each party and proceed as follows:

If the Arbitrator is uncertain, the member of staff will listen and ask how they think they should proceed. The idea is to encourage them to take risks and back their own judgement. Staff members try to guide them into making a decision rather than take over.

If one of the parties feels that the Arbitrator has not done his/ her job in a fair manner they may approach the staff member. Their job is to listen and, if an injustice has been done, justice will prevail.

If a child / young person is trying to 'put one over' the staff member he/she gets

twice the original consequence.

If the Arbitrator genuinely did his/her best but was not able to arbitrate fairly the staff member has the responsibility to speak one-to-one with that child or young person so that he/she knows how to proceed under similar circumstances.

If the Arbitrator deliberately neglected his/her responsibilities the staff member will work one-to-one to impart an understanding of why the arbitrators must do their job to the best of their abilities each time a child or young person comes to them for assistance.

Arbitrators learn on the job and need constant back-up and support until they can function on their own. It is important that members of staff do not take over but guide the arbitrators to make fair decisions.

Support for Victims - Self-Esteem

Research consistently suggests that victims of bullying have low self-esteem. The debate of whether this is a result of the bullying or the contributing factor is redundant. What is important is that a victim has a low opinion of his/her self worth. The more the bullying and as a consequence the lowering of self-esteem, the less effective the victim will be in dealing with the aggression. It is therefore of great importance that efforts are made to raise the victim's self-esteem and thereby in some way produce a more robust individual. As well as published schemes aimed at raising self-esteem, membership of quality circles and the like are effective in helping victims achieve a higher opinion of themselves. A system which enhances the self worth and confidence of all its community by rewarding all achievements other than just academic ones is crucial in achieving this aim.

Published materials recommended for enhancing self-esteem (see references for full details):

“Self Esteem” by Murray White

“The Listening School” by Gilmore and Dymond

“100 Ways to Enhance Self Esteem in the Classroom” by Canfield and Wells.

Peer Counselling/Listening

Peer counselling is generally used for older children / young people. It is usually required when, despite encouragement, victims remain reluctant to report bullying. A group of older children / young people are trained to offer counselling to others who are at risk or are known to have been bullied.

If this system is to be implemented careful consideration must be afforded to the support the counsellors receive. It is desirable to request help from the Herefordshire Psychology Service/CLD Youth Counselling Trust when setting up

such a system.

Peer Mentoring

Peer mentoring can be highly successful. It involves pairing up vulnerable children / young people with others who are more confident. It has been extensively used for children on transfer to secondary schooling.

BULLYING REPORTING SHEET (INTERNAL USE)

DATE OF INCIDENT	<u>VICTIM</u>	<u>PERPETRATOR</u>
	<u>NAME</u> <u>M/F</u>	<u>NAME</u> <u>M/F</u>
	<u>ETHNICITY</u> <u>YEAR</u>	<u>ETHNICITY</u> <u>YEAR</u>
<u>TYPE OF BULLYING</u>		
Physical Abuse – jostling	Offensive Gestures	
Physical Abuse – punching/kicking	Incitement	
Verbal Abuse (including name calling)	Indirect (including spreading rumours, socially isolating etc)	
Abuse of personal property	Cyber-bullying	
<u>ACTION AGREED/TAKEN</u>		
<u>PARENT INFORMED?</u>	<u>VICTIM YES/NO</u>	<u>PERPETRATORS YES/NO</u>
SIGNED	DATE	

For Years 7-11 please ensure that this information is reported centrally via www.herefordshirehealthyschools.org.uk