

Tackling Bullying:

Wakefield District Guidelines for Preventing and Dealing with Bullying in all settings for Children & Young People



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1. Introduction

- 1.1 These guidelines have been produced by the Wakefield Anti- Bullying strategic group on behalf of the Wakefield District Safeguarding Children’s Board. They form part of the district wide approach to safeguarding children and young people. These guidelines have been produced through collaboration between the National Strategies Consultant, the Educational Psychology service, teachers from both Primary and secondary schools, SENSS staff and representatives from local authority Young People’s services and Looked After Children services. The guidelines draw upon material published by the DCSF and the Anti-Bullying Alliance.

The guidelines are intended for all agencies working with children and young people in the Wakefield district. Schools and settings are invited to implement them as part of the process of signing up to and validating the Anti Bullying Charter created by the Department of Children Schools and Families (see pages 24-25.) We recommend that schools and settings:

- complete the pro- forma for validation of the charter
- email the completed pro forma to ajonas@wakefield.gov.uk
- sign and display the anti bullying charter.

A process is in development to reward innovative and outstanding anti-bullying practice across the district through the creation of bronze, silver and gold awards.

- 1.3 The issue of Bullying is particularly important in school settings and the specific legal responsibilities placed upon schools in relation to tackling bullying are covered within the guidelines.
- 1.4 Although the guidance has been written primarily with children and young people in mind, the strategies and interventions may well be of value when tackling similar issues within adult settings. All areas of family services should develop their own policy and it is anticipated that the guidelines in this document will provide a basis for this.
- 1.5 Terminology: We use the term ‘victim’ to indicate a young person who is subjected to bullying. It is used for the sake of simplicity and is not meant to imply that such a person remains a victim or that they are in anyway helpless.
- 1.6 Definition: The definition of bullying used in this document was agreed by the working group that prepared the existing Wakefield guidelines. Although some of the relevant legislation and the social context (e.g. cyber-bullying) continue to evolve, we believe that the original definition used is still relevant and appropriate.
- 1.7 There are a number of strategies for preventing and responding to bullying behaviour in these guidelines. The précis of research by professor Peter Smith included in the appendices represents our current understanding of their impact. Through the process of recording and reporting bullying behaviour that the LA is introducing, we aim to gain a more accurate picture of the efficacy of each strategy.

- 1.8 Professionals following these guidelines should always be aware that in situations where there is serious concern for a child or young person the Local Safeguarding Children's Procedures should be applied; and that in some situations the need to consider police involvement will be necessary - i.e. when it may reasonably be considered that a crime has been committed.
- 1.9 Colleagues are reminded that guidance on anti bullying has been jointly produced by the Wakefield, Kirklees, Calderdale and Leeds safeguarding boards.
- 1.10 For those seeking to educate young people who bully, the workbook produced by Wakefield Family Services in 2006 is strongly recommended.
- 1.11 The guidelines make reference to the importance of peer mentoring. At the present time training arrangements are supported through the resources of the Standards Fund. We plan to continue to make this professional development available to colleagues.

2. The broad legal framework and 'Every Child Matters'

There are many legislative and non-statutory guidance drivers that relate to bullying, and these include the 2004 Children Act, the Human Rights Act, the Race Relations (Amendment) Act, the Disability Discrimination Act and the UN Convention on the Rights of the Child.

In addition, there are five National Outcomes under the 'Every Child Matters' framework. These are:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

Bullying and 'Discrimination' feature as high profile aims in two of the five national outcomes for children and young people:

- 2. 'Stay safe'
- 4. 'Make a positive contribution'

The effectiveness of responses to the linked issues of bullying, discrimination and harassment will naturally form a key part of any overall judgment made in respect of these two outcomes.

Outcome 2: Stay Safe

"Safe from bullying and discrimination" is one of the 5 aims of this Outcome, and a key target and indicator in the Ever Child Matters Outcome framework is "the % of 11-15 year olds who state that they have been bullied in the last twelve months".

Children's Trusts (initially local authorities), schools and all agencies working with children and young people need to:

- Record bullying incidents and make available annual statistics
- Consult annually with children and young people about whether they have been bullied

It is critical that children and young people have confidence in the system for reporting bullying.

Outcome 4: Make a Positive Contribution

"Develop positive relationships and choose not to bully or discriminate" is one of the five Aims for the "Make a Positive Contribution" Outcome, and a key Target and Indicator for this outcome is "the % of 10 – 19 year olds admitting to a). bullying another pupil in the last twelve months, b). attacking, threatening, or being rude due to skin, colour, race or religion.

The Children's Legal Centre operates an advice line: 0845 456 6811 and has its own website: www.childrenslegalcentre.co.uk

3. Statement of Intent

3.1 Aim

Wakefield Local Authority believes that everyone who delivers or receives services has a right to feel respected and valued.

The safety and well being of all are essential.

Our aim is that that all members of our community will feel safe from bullying and all forms of harassment due to discrimination because of race, gender, sexual orientation, age, disability, culture or religion.

3.2 Definition

The following is our working definition of bullying:

"Bullying is deliberate, repeated behaviour towards another person in a way that intends to frighten or cause hurt. Bullying can be physical, verbal or non-verbal. It always involves an abuse of power or responsibility".

3.3 Wakefield LA's Anti Bullying Commitment

The aim of the Wakefield Anti Bullying Commitment is to ensure that the following needs are met for everyone:

- To feel safe from bullying within the Family Services establishment they attend
- To feel that efforts are made to prevent bullying and to promote healthy relationships
- To feel that their concerns are taken seriously and dealt with appropriately
- To have hope that things can change for the better

3.4 Policy Requirement

All services falling within the Children & Young People's Strategic Partnership must have a written document that clearly states policy and practice to prevent and deal with bullying. We will support other any organisation not falling within the Partnership to develop anti-bullying policies in line with this guidance.

The policy document for each service must include the following elements:

- Ethos
- Staff development
- Preventative approaches through the curriculum and other available interventions
- Procedures and communication
- Monitoring and evaluation

4: Practical Strategies

4.1 Strategies for Preventing Bullying

All young people need a positive and supportive learning environment, and this only occurs where there are shared values, beliefs and attitudes, and where there is mutual support and respect.

In working to achieve this position, all settings working with young people will need to be critically aware of the messages they are putting forward and of the behaviours of both staff and young people.

4.2 Anti-Bullying Messages

Positive anti-bullying messages should frequently be given to young people. The messages should include information about who young people can communicate with if they are being bullied.

Examples:

- **Posters** displayed in entrance lobby, school hall, corridors and classrooms, including details of national and local helplines.
- **Advice Leaflets for Young people and Parents**, to:
 - ✓ Recognise signs of bullying
 - ✓ Know who in school to report bullying to, and how to report it
 - ✓ Give details of national and local Helplines
 - ✓ Be designed by pupil voice.
- **Assemblies** directed towards bullying, some led by young people
- **Special Events** e.g. drama / theatre groups/Anti-Bullying Week
- **Curriculum** (see later section)
- **The Anti Bullying Workbook** published by Family Services in 2006 is a resource for working through issues with young pupil who bully. Copies can be obtained through Family Services Information Team.

There are a number of agencies that produce materials. These include:

- ChildLine
- NSPCC (“Who Can I Turn To”: Bullying Z Card)
- Advisory Centre for Education (Leaflet for Parents)

We will be developing our own leaflets for local use.

Messages need to positively state the values of the school or other setting (e.g. youth group, residential care unit), and need to start with a recognition and celebration of diversity, and to start with an expectation that all in the community deserve to be respected.

4.3 Behaviours

Anti Bullying Messages need to be credible, and this is achieved when there are clear expectations about behaviour from all in the community. All must know what words such as ‘respect’ mean in their setting.

There should be

- A brief set of behaviour **expectations**
- **Rewards** for good behaviour
- **Consequences** for poor behaviour
- **Modelling** of good behaviour by those in authority, avoiding behaviour that in itself is “bullying”.
- **Training** for staff to apply expectations without unnecessary confrontation

“With particular reference to Bullying, young people need to feel that staff, teaching and non-teaching, are approachable and feel that they will be listened to. Given all the demands, it is easy for staff to convey through their body language that they are “too busy” or without thinking give a response that is dismissive. When this happens young people will not easily share their worries, and the bully will feel that they can “get away” with it.” (ABA October 2005)

4.4 Supervision

There must be effective adult supervision, particularly in places and at times of the day identified by young people as ‘**hot spots**’. Supervisors need appropriate training.

All establishments need to identify those young people who may be vulnerable, both as potential victims and as potential perpetrators of bullying, and ensure that those supervising are aware of them. Schools have developed strategies to engage those young people who may be isolated. Where there is a concern about the negative behaviour of a pupil, some primary schools have drawn up Playground Behaviour Agreements.

The Anti Bullying Alliance guidelines give details of practical strategies for preventing bullying at break and lunchtimes.

4.5 The School Curriculum

Through the implementation of SEAL (Social & Emotional aspects of Learning) and the 'Say No to Bullying' scheme in particular, the primary curriculum in Wakefield has an established focus on anti-bullying.

Secondary SEAL, launched in Wakefield secondary schools in 2008 intends to build on this experience. Key areas of SEAL skills are managing emotions, developing empathy and learning social skills. SEAL presents an opportunity to address anti-bullying directly in this way.

The new Secondary National Curriculum (September 2008) has three aims

- Successful learners
- Responsible citizens
- Confident individuals

Anti-Bullying work is clearly a major contributor towards these aims.

The new curriculum also has a renewed emphasis on the skills and attributes of learners, central to which are the Personal, Learning and Thinking Skills which aim to produce Independent Enquirers, Effective Self managers, Creative Thinkers, Confident Collaborators, Effective Participators and Reflective Learners. This should raise the status of anti bullying work not only within Personal Social, Health and Citizenship Education but across all subject areas.

Schools should consider, if not already involved, seeking accreditation under the National Healthy Schools Programme. This framework provides guidance for schools seeking to become "listening and responsive" to the needs of its young people, and specifically focuses on bullying.

4.6 Environment

The physical environment needs to be safe, stimulating and enjoyable. An environment that is bare, where damage is not repaired and where offensive graffiti is not removed is one that encourages bullying.

4.7 Identification of vulnerable Young People

Some children and young people are particularly vulnerable to bullying, and are more likely to either be the subject of bullying or of bullying behaviour towards other young people. These young people have special requirements and schools should look to provide support through individual or small group programmes addressing issues such as:

- self-esteem
- assertiveness
- resilience
- anger management
- negotiation

At certain times during their school life young people feel particularly “vulnerable”, most notably at transition from primary to secondary school. There are a range of initiatives underway in Wakefield schools. See the contacts list for details.

There is a considerable body of research identifying those groups of children and young people who are most vulnerable to bullying. See ‘Summary of Available Research’ in the appendices.

4.8 Involving Young people

The role of the bystander is crucial to the prevention of bullying. Most young people fall into this group and the attitude and stance of the bystander has a powerful impact on the outcome of the incident.

Most importantly the school needs to give and constantly reinforce the message that bystanders have a responsibility to report bullying when they know or suspect that it is taking place, and to believe that through reporting something will happen.

Young people need to know how they can report bullying, and to trust that their involvement will be kept confidential. Whilst most reporting will be directly to a member of staff, schools have set up systems that allow anonymous and out-of-school reporting. These systems include:

- Bully Box
- Text Messaging

Many schools have developed Peer Support systems where young people are recruited, trained and supervised to take responsibility for supporting their peers.

4.9 Review of Anti-Bullying Policy

For young people the most important evidence that the school/club/other setting is concerned about bullying is that the subject is constantly being addressed, and that they are involved in monitoring, reviewing and evaluating the effectiveness of the Anti-Bullying Policy. The monitoring and review of bullying, involving young people, parents and staff, is in itself a major preventative strategy.

- Display and circulate details of National Helplines for children and young people (e.g. ChildLine) and parents (e.g. Parentline Plus)
- Produce Advice Leaflets for Young people, Parents and Staff
- Use assemblies and the curriculum to continually raise bullying issues with young people. This can involve most curriculum areas, and could involve arts / drama groups.
- Publicise the implementation of new anti-bullying Strategies, ensuring all the community understand how they are involved and what is expected of them.
- Publicise findings of monitoring, review and evaluation exercises

4.10 Strategies for Intervention against Bullying

Although all incidents of bullying are serious, with potential impact on the victim, in many cases incidents can be responded to quickly and sensitively without making too much of the incident. This will involve an appropriate member of staff following the following procedures:

- Talk with victim to understand feelings
- Talk with bully to give the “evidence” of distress / hurt; to reinforce view that behaviour is unacceptable; to encourage bully to make a response to victim in form of apology and seeking to improve relationship. This is more likely to be helpful if given a ‘positive connotation’, where the behaviour is construed as being positive or at least neutral to avoid the pupil becoming defensive.
- In talks with both victim and bully seek to discover whether there are underlying “reasons” for behaviour
- Feedback to victim
- Monitoring (may involve use of Peer Supporters)

Where this is not felt to be an adequate response, with the bullying deemed to be of a more serious or sustained nature, staff in the school or other setting should determine the strategies to put in place and ensure that all staff, young people and parents understand those strategies, and that those responsible for implementing them are trained to be able to effectively deliver good outcomes.

The following are brief details of possible strategies that can be used. Some of the approaches, such as the Circle of Friends/Support Group/No Blame Approach, are similar in many respects and colleagues wishing to know more about each approach are encouraged to contact the Anti-Bullying Alliance Regional Co-ordinator for further information.

NB: The LA does not expect schools and other settings to implement these strategies without external support and/or training. This kind of work is not easy. For further advice schools are encouraged to contact their educational psychologist or the Behaviour and Attendance Consultant. Non-school settings will need to identify a channel for such support and advice. If in doubt, use the available support.

The LA plans to provide a resource to enable schools and settings to identify and access relevant anti-bullying training, both ‘in-house’ and externally provided.

As practice across the district develops the LA will disseminate examples of schools and settings where good practice in applying the following interventions can be found as part of a wider approach to learning and evidence based practice.

a) Support Group

Schools, both primary and secondary, have used an approach that aims to resolve incidents by setting up a Support Group for the victim, the group involving bullies and bystanders, and may involve other young people who are friendly with or supportive towards the victim. The aim is to focus on the victim, getting those responsible to empathise and take responsibility for the solution. A support group will have a limited number of young people, perhaps between 6 and 8, and is set up after a member of staff has talked with all concerned.

A quick summary is:

- Interview the 'victim' to get the names of 'bullies', bystanders and friends
- Convene the Support Group, raise empathy, take suggestions, pass over responsibility, arrange to review
- Review with victim
- Review with the group (individually and/or collectively) after about a week to see what progress has been made.

The support Group approach was developed by Sue Young. Full details can be found in 'The Support Group Approach to Bullying in Schools' Educational Psychology in Practice Vol 14. No 1 pp32-39)

b) Solution Focused Intervention

In this approach the focus is not on the bullying incidents but rather on when bullying is not happening. This can be used with 'victims' and 'bullies' and involves:

- Non problem talk – such as the 'miracle question' (e.g. "If your problem was solved magically overnight, how would things be different, what would you be doing, what would other people be doing?").
- The use of scaling – to identify ways forward and success. (e.g. "On a scale of 1 to 10, if 1 is 'really uncomfortable' and 10 is 'totally relaxed' – how do you feel in school at the moment?")
- Giving compliments
- Advice to notice anything getting better
- Arrangement to review

See 'Solutions to Bullying' by Sue Young which gives a full and authoritative guide to solution focussed interventions.

c) Circle of Friends / Circle of Support

This approach has similarities to the No Blame Approach, having being originally developed in Canada as an approach to support the inclusion of children with disabilities / special educational needs into mainstream schools. It can be used to address issues other than bullying. The approach focuses on building a support group around a "vulnerable" pupil, and can be used as a preventative strategy as well as to support the victim of bullying. Its distinctive feature is that young people are asked to volunteer to assist the vulnerable young people and once she/he has approved the volunteers then support can begin. A description of this approach in operation is provided in "All for Alex: A Circle of Friends" by Barbara Maines.

d) Method of Shared Concern

The Shared Concern Method was developed by Anatol Pikas and has similarities to the No Blame Approach. It has been used successfully in schools in a number of countries, some in challenging environments. The method focuses on looking for solutions to the problem and again involves a group approach. It looks at bullying as a group activity. The young people identified as bullies or bystanders are interviewed individually.

e) Mediation

Many schools and other settings will often try to resolve bullying by getting the bully and the victim to talk to each, and this may be successful. What some have done is to engage trained mediators from an outside agency to help resolve a particular problem, or have a member of staff and / or young people trained to act as mediators.

There are an increasing number of successful Peer Mediation projects in schools, including in primary schools, where young people have been trained as mediators.

Mediation follows certain rules:

- Both parties need to consent to take part in mediation and agree to follow the ground rules e.g. listen without interruption; non-confrontational comments
- Mediation takes place in a quiet room and starts with mediator establishing that both parties have agreed to take part and want to
- find a way of ending the unhappiness; ground rules are agreed to
- Starting with the victim both parties are able to express their feelings without interruption, and then mediator encourages discussion about how they may move forward: mediator may suggest possible actions
- Progress is checked and there may be a subsequent meeting to look at longer term actions

Training for mediation is essential, and the mediator needs to practice the script and process. There are organisations that provide training for Peer Mediators, and within the region such training is available from ChildLine (ChildLine in Partnership with Schools – CHIPS) There are a number of publications that describe the mediation process, including “Let’s mediate” by Stacey and Robinson.

f) Conflict Resolution

Elements of mediation are incorporated into Conflict Resolution, but here the member of staff is much more the “leader” of the process, and more “directive” in suggesting the outcomes. In this approach the member of staff has to establish with both parties that he / she will be “objective” and “non-partial”, and will listen to and consider the views and perspectives of both parties.

The process of Conflict Resolution involves:

- Identification and assessment of problem / concern through discussions with both parties
- Formulation of the problem and suggestions for resolution put to both parties
- Agreement from both parties to an agreed plan of action
- Monitoring and review of progress

If agreement cannot be reached, then the member of staff has to look to Conflict Management where both parties agree to follow certain rules and not to act in particular way towards each other.

g) Restorative Justice

Restorative Justice is a relatively new idea in this country, but its use in the criminal justice system, particularly in youth offending, is becoming more common. It is now being introduced into schools, sometimes through Youth Offending Teams and Community Safety Partnerships.

The particular features of Restorative Justice are:

- All parties involved in a particular conflict or offence come together to resolve how collectively they can deal with the aftermath and implications for the future
- Those responsible for the offence acknowledge the impact of what they have done and agree to make reparations, with the victim having their hurt acknowledged and amends made

The Restorative Justice Consortium can offer advice on how the process is working in schools.

h) Bully Courts

The idea of using peers to decide how to resolve a bullying incident, and decide upon what action should be taken against the bully was developed by Kidscape in their work in schools. The role of young people should not be seen as just punitive, but much wider in the sense of looking for positive outcomes. Bully Courts have been successfully developed in both primary and secondary schools.

The Bully Court system needs to be developed with careful consideration of the ground rules. The following are some from schools using this approach:

- Member of staff has responsibility, acting to provide advice and guidance and link to school pastoral system
- Restrictions in which bullying cases can be heard: decision made by responsible member of staff
- Procedures of court laid down
- Actions / Sanctions open to court are laid down: idea of “tariffs”
- Consent of bully, and parents, for case to be heard and agreement to abide by decisions
- Members of court elected: in some cases School Council acts as the court: other schools have year group courts
- Monitoring by member of staff as to effectiveness of actions / sanctions

It is essential that members of the court are trained to carry out this role.

Useful references www.kidscape.org.uk
www.luckyduck.co.uk
www.childline.org.uk
www.restorativejustice.org.uk

5: Advice for those with Lead Responsibility in schools and other settings:

5.1 Reporting and recording incidents of bullying: confidential reporting systems for young people

In all settings young people can be encouraged to report bullying in confidence using a variety of methods. However, if individual safety is at risk then staff cannot keep the information confidential (please refer to the Local Safeguarding Children Procedures). Staff will need to use their skills in direct work with the child or young person.

A range of tactics is used in schools and other settings to encourage reporting:

- 'Help Me'/Bully Boxes which are emptied daily and acted upon
- 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
- availability of external staff such as drop-in facilities to talk with home-school workers and mentors.

Such systems are of value when:

- young people have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- young people can access reporting routes easily
- young people know who will deal with their concerns, and have trust both in them and the systems which the school uses
- young people are aware that malicious reporting relating to young people or staff will be taken seriously and could incur a disciplinary sanction.

5.2 Reporting and recording incidents of bullying: reporting systems for parents and carers

Parents and other carers 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 the systems and procedures of the school/setting, and are clear about steps to be taken.
- Reception and other staff are sensitive to the emotional needs of parents making contact with the school/setting 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. A model letter to parents informing them of the school's/setting's complaints procedure can be found in the resources and references section ([section F](#)).

Parents can contact Parentline Plus on 0808 800 2222 for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the [Parentline Plus](#) website where the leaflet on helping parents worried about bullying, [Be Someone to Tell](#), can be downloaded.

5.3 The role of Social Care Direct and the Child Well Being Model

In any circumstance where a child or young person is felt to be suffering harm consideration must be given to the need to undertake an assessment using the Common Assessment Framework. Incidents of bullying may have serious impact on the well being of a young person, requiring a multi-agency approach to meet their needs; or it may be that the bullying is taking place within a wider context of child and family need that can only be dealt with through clear multi-agency partnership. In such circumstances the locally agreed Child Well Being procedures must be followed. In the most concerning situations, referral should be made to social Care Direct to consider whether the level of harm is sufficient to warrant an assessment under the Framework for assessment of Children in Need & Their Families.

5.4 Data-collection and data management

It is imperative that all schools and other settings record all incidents of bullying, including by type (see para 1.9), and report the statistics to the local authority. The purpose of reporting incidents is to enable the gathering of information on the number and nature of bullying incidents, and to identify any developing trends. The local authority can then analyse the information gathered to identify any issues of particular concern. This will enable the authority to be better informed when developing appropriate strategies to tackle bullying across the district as part of the needs assessment that underpins the Children and Young People's Plan. The data will also enable the local authority to support and challenge individual schools and other settings as part of their duty to promote the welfare of young people.

All settings have specific legal duties relating to race and disability that can only be achieved through monitoring incidents and recording the effectiveness of interventions

Keeping records of bullying incidents will enable the school/setting to:

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

Bullying data can be used to:

- provide monitoring reports to young people (e.g. through the school council or residential home service user group) and staff
- create evaluation reports for:
 - young people, parents and staff in order to demonstrate openness and to celebrate progress
 - governors/senior managers in order for them to monitor the anti-bullying work of the school/setting
- work towards meeting National Healthy Schools criteria and achieving National Healthy Schools Status or local authority accreditation standards
- inform the evidence presented in school Self-Evaluation Forms (SEFs), which form a key part of the evidence for Ofsted's inspection of schools; and similarly inform performance assessments in other settings.

Data quality

Wakefield MDC has purchased a database for the purpose of ensuring consistent recording across agencies and in individual schools/settings. Training is being made available, beginning with pilot settings, to enable this to be introduced. Taken alongside existing data collected a full picture of bullying and how it is being tackled will be gathered. The following information will form the core of the database function:

- information on individual incidents, what action the school took and the impact this had on the bullying
- a range of data from pupil surveys including quantitative data and perception data
- records of peer-mentoring initiatives or projects such as playground 'buddying'
- parental complaints to the school or LA regarding bullying
- records of the Educational Welfare Service identifying where bullying is a factor in non-attendance at school
- exclusions data related to bullying
- transfer and admissions data, specific requests for transfer due to bullying or harassment
- information and evidence collected under the National Healthy Schools theme of 'emotional health and well-being' (including bullying)
- data from Ofsted reports
- information contained in school-improvement plans.

5.6 Workforce quality

All those working with children and young people have an individual responsibility for safeguarding and promoting their welfare. It is important that all staff and volunteers working with children and young people receive training that allows them to:

- Recognise signs of bullying: recognise the vulnerability to bullying
- Take action to challenge bullying: know how to respond to bullying behaviour
- Have knowledge of the organisation's Bullying Policy and Procedures: knowledge of how to record and report bullying incidents
- Have knowledge of Local Safeguarding and Children's Board procedures

- Children and young people who are looked after are helped to make a positive contribution
- Children and young people with learning difficulties and disabilities are helped to make a positive contribution

5.7 Consultation and participation

Consultation with young people and their families and their Participation in developing systems to tackle bullying should be central to the approach of all schools and settings. This should include:

- A formal role for young people in the decision-making process
- A formal role for young people in evaluating the quality of services provided
- Delivery of activities and services for peers / other children and young people

The Evidence for consultation and participation on bullying could include:

- School Councils / Pupil Forums / Pupil Advisory Groups /Residents forums
- Bully Boxes / Text Reporting
- Questionnaires / Surveys / Research (designed and carried out by young people)
- Peer Support / Peer Mediation

6. Specific issues relating to school settings

It is important that within these guidelines some specific duties and responsibilities for schools are covered.

6.1 Legal Responsibilities specific to Schools

These are set out in The DfES Circular 10/99 entitled School Inclusion: Pupil Support (revised 2004). The main points are:

Dealing with bullying:

- Head teachers have a legal duty to take measures to prevent all forms of bullying among young people.
- Young people may see failure to respond to incidents or allegations as “tolerating bullying.”

The Legal framework for school discipline:

- Head teachers should put in place effective strategies against bullying which are developed and put into effect by everyone in the school, including young people
- Head teachers have a legal duty to take measures to prevent all forms of bullying among young people. All teaching staff, including lunchtime supervisors, should be alert to signs of bullying and act promptly and firmly.
- Governing bodies should regularly review their school’s anti-bullying policy.
- Prospectuses and other documents for staff, young people and parents should explain arrangements for young people to report bullying to staff and how staff will investigate them

The role of the Local Authority in support of schools

In addition to general duties under the Children Act and the framework of the Local safeguarding Children Board policies and procedures, local authorities and schools, including independent schools, are under a “duty to safeguard and promote the welfare of young people” under the Education Act 2002. The DCSF Guidance “Safeguarding Children in Education” (DfES / 0027 / 2004) defines how this duty applies, stating that to carry out their functions schools need to have arrangements in place that:

- Take all reasonable measures to ensure that risks of harm to children’s welfare are minimised
- Take all appropriate action to address concerns about the welfare of a child, or children working to agreed local policies and procedures in full partnership with other agencies

“Safeguarding” in this respect is wider than investigative child protection and that it “encompasses issues such as pupil health and safety and bullying”.

6.2 Ofsted: Typical Findings

The DfES research into behaviour and attendance (2003) found the following common elements prevalent in anti-bullying work in Secondary schools:

- Inconsistent application of procedures for dealing with reported cases of bullying
- Minimal reporting of incidents of bullying and harassment
- Poor insight into patterns and trends
- Follow-up action to reported bullying is neglected
- Inconsistent use of anti-bullying strategies across all support staff
- School location has several isolated areas where bullying frequently occurs.

The Ofsted report “Bullying: Effective Action in Secondary Schools” outlined the following key features of effective practice to combat bullying:

- A strong ethos in the school which promotes tolerance and respect, including respect for difference and diversity
- Positive leadership from senior staff and governors on how bullying is to be dealt with within overall policy on attitudes and behaviour
- A planned approach in curriculum and tutorial programmes to the issue of bullying in the context which promotes self-esteem and confident relationships
- Periodic consultation of young people to find out what bullying occurs, when, where and by whom
- Safe play areas, or quiet rooms for younger young people or those who feel threatened at break times
- Ways of breaking down age-group stratification, for example through “buddy systems, mixed-age tutor groups and out-of-school clubs run by older young people for younger young people
- Independent listeners, including older young people and adults other than school staff, to whom victims of bullying may turn
- The involvement of young people in procedures dealing with instances of bullying through “circle of friends”, peer mediation and other schemes
- Provision of follow-up with the victims of bullying and bullies themselves

6.3 The school inspections framework (2003)

Bullying appears under the heading 'How well are pupils' attitudes, values and other personal qualities developed?

The relevant descriptors are that

- **Pupils are free from bullying, racism and other forms of harassment**
- **The school deals effectively with incidents such as bullying, racism and other forms of harassment**

Completing the Ofsted Self Evaluation form

In order to satisfy requirements under the Every Child Matters 'Stay Safe' aim, schools may wish to include evidence that:

- Children and young people and carers are informed about key risks and how to deal with them
- Steps are taken to provide children and young people with a safe environment

In order to satisfy requirements relating to 'Making a Positive Contribution' schools may wish to include evidence that:

- Children and young people are helped to develop socially and emotionally
- Children and young people are helped to manage changes and respond to challenges in their lives
- Children and young people are encouraged to participate in decision making and to support the community
- Action is taken to reduce anti-social behaviour

Additionally, schools may wish to include in the S.E.F. evidence that:

- Children and young people are encouraged to report bullying and discrimination, and know that they will be listened to
- Children and young people who are victims of bullying and harassment are given support
- Children and young people who bully and discriminate against others are given support
- There is regular monitoring of incidents of bullying and harassment, and reporting to responsible bodies (i.e. school governors)
- There are personal, social and health education programmes that address bullying and discrimination

Young people should be involved in the development of the school anti-bullying policy, and in its monitoring, review and evaluation. The Evidence can be looked at under the separate headings of:

- Consultation and Participation
- Developing Attitudes, Skills and Knowledge

With regard to Developing Attitudes, Skills and Knowledge the Evidence could include:

- Bullying addressed through the curriculum
- Support for the bullied, helping them to develop self-resilience
- Support for those who bully, helping them to change their behaviour
- Involvement of agencies who can support anti-bullying work

Special Groups

Within schools' Inspection Criteria for all Outcomes there is specific reference to:

- Children and young people who are looked after are helped to feel safe
- Children and young people with learning difficulties and disabilities are helped to stay safe

Evidence from research demonstrates that children and young people in these categories are particularly vulnerable, more likely to be bullied, and in some circumstances more likely to bully. "Every Child Matters" has a particular focus on the safeguarding and welfare of Looked After Children, and those responsible will be required to report the proportion being affected by bullying at school, in residential homes or in the community. Those working within residential settings will need to regularly carry out a risk assessment of the vulnerability to abuse and bullying.

6.4 A Summary of DCSF Guidance on the duty to promote community cohesion (2007)

Action to promote a cohesive community and action against bullying are the same. Anti bullying action can be used in the SEF to evidence work on community cohesion. (*"The main focus of the duty is cohesion across different cultures, ethnic, religious or non religious and socio-economic groups"*)

A 'cohesive community' is defined in the guidelines as being one where:

There is a clearly defined and widely shared sense of the contribution of different individuals and different communities to a future vision for a neighbourhood, city, region or country' (report of the Commission on Integration and Cohesion, 2008)

A 'sense of Belonging' is defined as

- a strong sense of an individual's rights and responsibilities...
- trust in local institutions to act and arbitrate fairly...and be subject to scrutiny

Barriers to community cohesion include:

Perceptions regarding immigration, the unfair access to public services and a lack of pride in the area due to crime, lack of community spirit and poor facilities.

Cohesion is therefore about:

- How to avoid the corrosive affects of intolerance and harassment.
- How to build a mutual civility
- How to ensure respect for diversity

Dimensions of The school 'Community'

- the children, parents, cares and other immediate stakeholders
- the geographical community, city, LA
- the UK community
- the global community
- Schools create communities e.g. learning communities, partnerships, Trusts, extended schools etc.

The role of schools in promoting community cohesion

The guidelines suggest the following starting point:

Schools build community cohesion by:

- Promoting equality of opportunity
- Promoting the inclusion of different groups of pupils
- Promoting shared values
- Encouraging pupils to engage with and understand others

There is clearly a matter of balance here; between celebrating difference **and** emphasising common experiences and interests.

Three broad headings are outlined under which schools make their contribution:

- teaching, learning and the curriculum – developing skills of participation
- equity and excellence – removing barriers
- engagement and extended services – building positive interaction

The guidelines recognise that community cohesion is not a new concept for schools and that schools will work together with local partners to address local issues.

APPENDICES

A Summary of the Available Research into the nature and extent of bullying behaviour amongst children

(From an address given by Professor Peter Smith at the Galpharm Stadium Kirklees 27th November 2006)

Incidence

Self reporting by bullied children declines from 8-16

Self reporting by those doing the bullying does not.

Primary school children tend to have a wider definition of bullying and this may explain the higher level of reporting in the primary age group.

Gender

There are more boys who bully but both sexes are equally likely to be bullied.

Girls bullying is more likely to be indirect, less physical. There is a need for more research on 'cyber-bullying'.

Roles

Typical roles taken by children include

Bully, victim, non –involved, bully-victim. Victims divide into either passive victim or provocative victim.

Attitudes

Most pupils say they do not like Bullying but could join in. Children tend to dislike victims but this declines from the age of 14-15 years.

Telling

Boys are less likely to 'tell' (i.e. to report the bully to someone in authority) This reluctance increases as they get older.

Effects

The effects of bullying include depression, physical illness and suicide. However some studies have raised the issue of cause and effect.

What makes bullying more/less likely?

Community variables

- Level of violence in the locality
- Tolerance of violence in society/mass media

Causal factors: School variables

- Ethos,
- Attitude of staff
- Level of supervision
- Peer attitudes

Bullying - A Charter for Action

Name of school

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis.
- ✓ Supports **staff** to identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LEA and relevant statutory/ voluntary organisations** when appropriate.

_____ Chair - Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

education and skills
everybody counts



NASUWT

PAT



Validating the DCSF Anti-Bullying Charter

Statement: Our school community:	Suggested evidence (from SEF/HSS/B&A audits/PASS/other)
Discusses, monitors and reviews our anti-bullying policy on a regular basis	Date of most recent and next review Pupil, staff, parent carer consultation
Supports staff to identify and tackle bullying appropriately	Recent staff training Positive staff evaluations
Ensures that young people are aware that all bullying concerns will be dealt with sensitively and effectively	Positive response from pupil voice
Reports back to parents/carers regarding their concerns	Positive response from parent/carers consultation Pupil records/ in SEF
Seeks to learn from anti bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/voluntary organisations where appropriate	INSET programme Samaritans visits Anti bullying week drama Consultant support for audits Consultant/EPS support for Peer mentoring

Summary of DCSF 'Safe to Learn' anti-bullying guidelines

- 1. Bullying is among the top concerns that parents have about their children's safety and well-being at, and on the way to and from, school.** Bullying is also a top concern of young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem, and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.
- 2. The Government has therefore made tackling bullying in schools a key priority** and is clear that all forms of bullying must not be tolerated and should always incur a disciplinary sanction.
- 3. The Department does not have hard information about the scale of bullying in our schools and in communities.** The Department knows, however, from opinion surveys that bullying is a top concern for parents, and children and young people, and that the misuse of new technology has provided new and particularly intrusive ways for bullies to reach their victims. **There is also evidence that a substantial amount of bullying is fuelled by prejudice — racial, religious, homophobic — and against children with special educational needs (SEN) or disabilities or who are perceived as different in some way.** We all have a shared responsibility to support schools in preventing and tackling bullying of all kinds, and whatever its driver, in order to protect the well-being of some of the most vulnerable young people, and to promote stronger communities in which diversity is valued and the weak protected.
- 4. Bullying may be defined as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'. However, schools will wish to involve the whole school community in agreeing the definition of bullying that will be used in their own anti-bullying or behaviour policy.** In this way, the school will secure greater buy-in for its overall policy and its strategies to tackle bullying. In primary schools the definition should be suitably child-friendly and accessible.
- 5. Young people are bullied for a variety of reasons — and for no reason e.g.** bullying related to race, religion or culture; bullying related to SEN or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers, looked-after children or otherwise related to home circumstances; sexist or sexual bullying.
- 6. Bullying can take place between young people, between young people and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.** This guidance provides an overall framework for schools in managing all types of bullying behaviour. It also includes advice on more specific types of bullying.

Summary of DCSF guidelines on homophobic bullying.

- 1. Acknowledge and identify the problem of bullying.** The most important step is to recognise that all sorts of bullying takes place in schools, even if some forms are not immediately visible.
- 2. Develop policies which recognise the existence of homophobic bullying.** Ensure that your anti-bullying policy takes homophobic bullying into account. Take other appropriate action such as challenging use of the word 'gay' and ensuring fast removal of graffiti.
- 3. Promote a positive social environment.** The ethos of the entire school community, including all staff and parents/carers, should be to support all young people regardless of their differences, and to ensure that they are happy and safe.
- 4. Address staff training needs.** Do not assume that only LGB staff are able to deal with homophobic bullying but ensure all staff are confident they know how to react to such situations.
- 5. Provide information and support for young people.** Make age-appropriate information about services and support available to all young people. Refer young people to services including ChildLine for additional support.
- 6. Include addressing bullying, including homophobic bullying, in curriculum planning.** Try to include teaching about bullying, including homophobic bullying, in the curriculum as a whole in an age-appropriate way, and in accordance with national curriculum subject frameworks and guidance so that young people understand and appreciate diversity. This can be done formally in lesson times, but also informally, e.g. by providing information about LGB groups within secondary schools, in accordance with the school's policy. .
- 7. Feel able to use outside expertise.** People working in external agencies (such as lesbian and gay charities, youth workers or local telephone helplines) can offer support, both outside and inside the classroom, in addressing homophobic bullying.
- 8. Encourage role models.** Openly gay staff, governors, parents/carers and/or young people can all be strong role models for the school.
- 9. Do not make assumptions.** Do not assume that all young people 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 young people experiencing homophobic bullying are gay.
- 10. 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 etc.

DCSF Guidelines on 'Cyberbullying'

Understanding cyberbullying

1. **Cyberbullying can be defined as the use of *Information and Communications Technology (ICT)*, particularly mobile phones and the internet, deliberately to upset someone else.** It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
2. Research into the extent of cyberbullying indicates that **it is a feature of many young people's lives.** It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by young people.
3. **Cyberbullying, like all bullying, should be taken very seriously.** It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyberbullying; it outlines the power of head teachers to regulate the conduct of young people when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.
4. Although cyberbullying is not a specific criminal offence, **there are criminal laws that can apply** in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.
5. **Cyberbullying takes different forms:** threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.
6. Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that **some incidents of cyberbullying are known to be unintentional** and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that young people are made aware of the effects of their actions.
7. In cyberbullying, **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’ – better termed ‘accessories’ in this context – who actively support cyberbullying and set out sanctions for this behaviour. It is important that young people are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

Preventing cyberbullying

8. It is important to decide on the **roles and responsibilities** for cyberbullying prevention work. This will typically involve a named lead from the senior management team (usually the person with overall responsibility for anti-bullying work), as well as IT staff, pastoral care staff, and school council members.
9. **Essential elements of prevention are awareness raising and promoting understanding about cyberbullying.** Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying is and how it differs from other forms of bullying. The activities could include staff development activities; home school events such as special assemblies with parents; and addressing cyberbullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.
10. **It is important to review and update existing anti-bullying, behaviour and pastoral care policies to include cyberbullying.** Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyberbullying, including bullying that takes place out of school.
11. **It is advised that schools establish, or review existing, Acceptable Use Policies (AUPs), referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones.** It is also recommended that schools review how the school network is monitored and check whether existing procedures are adequate.
12. It is recommended that schools **record and monitor incidents** of cyberbullying in the same way as all other forms of bullying. Schools can use this information to develop their policies and practices.
13. **Publicising reporting routes is an important element of prevention,** raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyberbullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.
14. **Education and discussion** around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyberbullying appropriately.

15. **Stay up to date** – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.
16. It is useful to **publicise progress** and cyberbullying prevention activities to the whole school community. Keep cyberbullying a live issue and celebrate your successes.

Responding to cyberbullying

17. Cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing anti-bullying and behaviour policies and procedures. However, In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, **cyberbullying yields evidence in a way that other forms of bullying do not.**
18. **The person being bullied will usually have examples** of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organizations is provided in this guidance.
19. Some forms of cyberbullying 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 here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
20. **Advise those experiencing cyberbullying on steps they can take to avoid recurrence** – for example, advise those targeted not to retaliate or reply; provide advice on ‘blocking’ or removing people from ‘buddy lists’; and ask them to think carefully about what private information they may have in the public domain.
21. **Take steps to identify the person responsible for the bullying.** Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
22. **Once the person responsible for the cyberbullying 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 of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyberbullying. In addition, it is important to refer to any Acceptable Use Policies (AUPs) for internet and mobile use, and apply sanctions where applicable and practical. Technology-specific sanctions for young people engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

Racist Bullying: an extract from www.teachernet.gov.uk.

The full document may be found at: <http://www.teachernet.gov.uk/docbank/index.cfm?id=9585>

Racist bullying and other bullying

Introduction

As mentioned in a recent Ofsted report many teachers do not feel confident when dealing with racist incidents. One of the problems is that they do not feel sufficiently clear about how racist behaviour amongst young people differs from other kinds of unacceptable behaviour. This paper briefly summarises the features that all kinds of bullying have in common and then also lists the distinctive ways in which racist incidents are different.

Similarities

- ❑ Young people who are targeted experience great distress. They may become fearful, depressed and lacking in self-confidence, and their progress at school may be severely damaged.
- ❑ The distress is connected with feelings of being excluded and rejected.
- ❑ Also, the distress is because a characteristic is picked out as a justification for the bullying that the person attacked can do nothing about – their size, whether they wear glasses, the colour of their hair, the colour of their skin, their religious or cultural background.
- ❑ Since all kinds of bullying cause distress, all are wrong.
- ❑ Those who engage in bullying develop a false pride in their own superiority.
- ❑ Teachers and even parents are sometimes not aware of the miseries that are being inflicted, or of the cruelty that is being perpetrated.
- ❑ When dealing with incidents, staff must attend to (a) the needs, feelings and wishes of young people who are attacked (b) the needs, feelings and wishes of their parents and carers (c) the children and young people principally responsible for the bullying (d) any supporters they have and (e) any bystanders and witnesses.

Differences

- ❑ **Racism has a long history affecting millions of people and is a common feature in wider society.** People are seriously harmed and injured by it, and sometimes even viciously attacked and murdered. Words such Spotty, Fatty and Four Eyes are seldom used by adults and seldom or never used by adults to justify offensive behaviour. Racist words and prejudices, however, are associated with discrimination in employment and the provision of services, and with a range of criminal offences.

- **The law of the land recognises the seriousness of racism** by requiring that courts should impose higher sentences when an offence is aggravated by racist or religious hostility.
- 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.’
- **Racist words and behaviour are experienced as attacks on the values, loyalties and commitments central to a person’s sense of identity and self-worth.** Often, therefore, they hurt more deeply as well as more widely. ‘They attack me for being an Arab,’ remarks Ahmed. ‘But I’m an Arab because my father is an Arab, and I love my father. Do they think I should stop loving my father? I couldn’t do that, ever.’
- **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, and they may well feel it is right and proper to take the law into their own hands.
- Quite apart from whether those responsible see themselves as representatives of their own community, taking the law into their own hands, **this is how they may be seen by those at the receiving end.** So a Traveller child, for example, may then fear and distrust all settled people, not just those who engage in bullying.
- Most bullying involves a series of incidents over time. In the case of racist bullying, however, a single one-off incident may have precisely the same impact as a series of incidents over time. This is because **it may be experienced by the person at the receiving end as part of a general pattern of racist hostility.** It can in consequence be every bit as intimidating, rejecting and hurtful as a series of events over time.

Source: adapted from *Aiming High: understanding the needs of minority ethnic young people in mainly white schools*, DfES 2004

Support for those at the receiving end

In the short term

- **Accept the pupil's account of the incident and provide solidarity and support.** Racist bullying can be devastating and traumatic and the pupil may need a space to think aloud and to express their feelings.
- Do not make light of the incident with remarks like 'the people who did this didn't mean to give offence,' and **do not try to minimise its importance** by suggesting that there may have been a misunderstanding. For the fact is that offence was caused and the pupil who has been hurt or wronged needs support and understanding.
- **Confirm that it was right for the pupil to approach you and inform you.**
- **Ask what action the pupil would like to take place.** For example, if they would like the matter to be taken up with the headteacher and school leadership team, and/or whether they would like a personal meeting with the pupil(s) responsible for the bullying, with a teacher present, to explain the hurt they have experienced.
- **Discuss whether they would like other young people to help solve the situation** that has arisen.
- **Discuss whether they would like their parents to be informed and involved.**
- **Stress that they are not themselves the cause of the bullying.** This is very important, for otherwise there is a danger that they will internalise the insults they have received.
- **Seek to instill pride in their heritage, colour and background.**
- Ensure that any witnesses know that your sympathies are with the pupil(s) at the receiving end of racist bullying, and in no way with those who are responsible for it.

In the longer term

The school should make clear, through its curriculum and ethos, that it values and has high expectations of all young people. It is essential that young people who engage in racist bullying do not imagine for one moment that the school supports them.

Supporting parents

Young people rightly and understandably look to their parents for support. Parents, for their part, may request advice from their child's school. **Points for parents in DfES guidance are set out at the Parentscentre website:** <http://www.parentscentre.co.uk/bullying>

Anti- Bullying Tool Kit Parents and Carers section

- Including parents/carers in reviewing/developing an anti-bullying policy
- Developing the Parent/Carer Role to Reduce Bullying in School
- Raising awareness of how bullying presents itself in school
- Enabling parents/carers to understand/work within the school policy
- Accessing support and advice if I think my child is bullying others
- Accessing Support/Advice If I Think My Child is Being Bullied by Others
- Helping my child if they have witnessed other young people being bullied
- Accessing parent/carers bullying support groups in or out of school

Anti - Bullying Tool Kit Staff Section

- Reviewing a whole school anti-bullying policy
- Establishing the staff role in helping to reduce bullying in school
- Promoting a climate in and out of class where bullying can't thrive
- Ensuring that all staff in school are aware of the anti-bullying charter and guidance on bullying
- Understanding and supporting young people who bully
- Understanding And Supporting Young people Who Are Bullied
- Encouraging Young people Who Witness Bullying To Respond In Line With The Policy And The Charter
- Establishing and Developing Approaches Such as Bully Lines, Peer Counselling, Buddy Systems and Restorative Justice