

Birmingham Independent College

ANTI-BULLYING POLICY

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1. Foreword

1.1 In 2014 the Department for Education published updated advice on Preventing and Tackling Bullying which is for school leaders, staff and governing bodies. The document was produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area and to understand the Department's approach.

1.2 The document replaced previous advice to schools. It outlines, in one place, the Government's approach to bullying, legal obligations, the powers schools have to tackle bullying and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

1.3 The advice has been included as Appendix 2 and the good practice it identifies has been included in this policy.

1.4 The advice on Cyberbullying for Headteachers and staff published by the Department in November 2014 has also been referenced in this policy.

2. The Equality Act 2010

2.1 Under the Equality Act 2010, new duties on schools and other public bodies came into force in April 2011. The Act strengthened and simplified existing equality legislation and brought together existing duties not to discriminate on grounds of race, disability and gender which schools were already bound to comply with. It also extended these to include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, and gender re-assignment.

2.2 It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to school policies for tackling prejudice based bullying. Birmingham Independent College (BIC) staff and governors will take heed of the Act and ensure all types of bullying are recognised and acted upon.

3. Introduction

3.1 Birmingham Independent College (BIC) is committed to preventing all forms of bullying taking place. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all learners, their families and staff to eradicate and promptly deal with all reported incidents.

3.2 Bullying is a form of anti-social behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of Cyber bullying. Bullying can produce feelings of powerlessness, isolation from

others and undermine self-esteem. It can affect attitudes and performance in school. For some it can lead to serious and prolonged distress and long-term damage to social and emotional development.

3.3 BIC intends to implement an anti-bullying policy that reflects the aims and policies reflected in, 'Don't Suffer in Silence' an anti-bullying pack for schools (www.governor.co.uk). This complies with the Human Rights Act 1998, the Race Relations (Amendment) Act 2000 and 'Safe to Learn: Embedding Anti-Bullying work in Schools' (2007).

3.4 This policy should also be read in conjunction with the DfE guidance 'Tackling bullying of children with SEN and disabilities' published in May 2008.

3.5 BIC sees the issue of bullying as a serious matter.

4. Purpose

4.1 The purpose of this policy is to reduce the incidence of bullying and create an environment in which **everyone feels safe, secure and respected**.

4.2 Accordingly, BIC will ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.

4.3 We will also ensure anti-bullying initiatives are an integral part of the PSHE/Citizenship/Assembly programme for all years and provide advice to parents and learners in our Newsletter and Student Planner

4.4 We will have Peer Mentors and other Anti-Bullying initiatives and make sure the anti-bullying message remains high profile via student council, displays and noticeboards

4.5 We will provide appropriate in-service training that deals with identifying and combating bullying for all staff.

4.6 The physical environment of BIC will be closely supervised and be a place where learners feel safe and secure.

4.7 Wherever necessary, we will enlist the help and active support of parents and outside agencies to deal with bullying.

5. Bullying Defined

5.1 Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

5.2 Bullying manifests itself in a number of ways

- Physical e.g. assaulting a person or property
- Verbal, e.g. name-calling or teasing
- Sexual, including Lesbian, Gay, Bi-sexual and Transgender bullying
- Indirect i.e. damaging the reputation of the character of the victim or socially excluding them from games or conversation
- Cyber-bullying e.g. using technology particularly mobile phones and the internet, deliberately to upset someone else.

5.2 Bullying affects the ability of a student to fully participate in and enjoy BIC life and it is both an equal opportunities issue as well as a disciplinary offence.

5.3 Bully – A person or group behaving in a way which might meet needs for status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

5.4 Victim – A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

6. Possible Signs of Bullying

6.1 Both teachers and parents are in a position to observe changes in the behaviour of a young person, which may indicate that they are being subjected to bullying.

6.2 What to look out for:

- Damage to or losses of items of clothing, property, school work. If this occurs frequently then ask questions
- Signs of physical injuries e.g. cuts, bruises, etc.
- Academic achievement is perceived to change in a negative way
- Playing truant or a reluctance to attend BIC
- Being aware of young people who register but fail to go to lessons
- A young person not eating lunch which may mean money for meals has been given away

- An unhappy young person who may not wish to go out at breaks or lunchtime
- A young person who threatens to self-harm.

6.3 Staff and parents should also consider other behaviour patterns demonstrated by the victim, e.g. is the student conspicuously loud/quiet or is their behaviour appropriate when engaged in normal classroom interaction?

7. Dealing with Bullying

7.1 Staff at BIC will encourage learners to report any incidents of bullying to a teacher or other adult in the BIC.

7.2 Bullying is unacceptable behaviour. It happens in all schools and academies and many young people are involved at some time. BIC is committed to creating a safe environment where young people can learn and thrive, can talk about their worries and are confident that an adult will listen and will offer help.

7.3 We will make it clear to learners, staff, parents and governors that when bullying happens we will work as a community in accordance with the policy set in this document to help both the people who are harmed and the perpetrators. We will ensure the safety of the victim and do our best to support improved behaviour from the bully.

7.4 Parents/carers of both victim and perpetrator will be kept informed of our actions and follow-up procedures.

7.5 BIC will record all incidents of bullying.

8. Lesbian, Gay, Bi-sexual and Transgender bullying (LGBT)

8.1 The BIC will take an active approach to tackle all kinds of LGBT bullying, including homophobic bullying and will follow the guidance in the publication, '*Safe to Learn: Embedding Anti-Bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools*'

<http://endbullying.org.uk/wp-content/uploads/2014/05/safetolearn>

8.2 Transgender is an umbrella term used to describe the range of ways in which a person's gender can differ from the assumptions and expectations of the society they live in. Transgender describes a range of gender identities (how you think of yourself in terms of gender internally) and gender expressions (external ways of expressing

gender, for example, clothes, gestures). Some people find that their gender identity, gender expression and physical bodies do not match up.

8.3 LGB&T bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transgender (LGB&T) people and can be experienced by;

- Young people who are or who are thought to be LGB&T
- Young people who are different in some way and who may not act like others
- Young people who have gay friends or family or their parents/carers are gay
- Teachers who may or may not be LGB&T.

8.3 BIC recognises that LGB&T bullying looks like other bullying but may include;

- Verbal abuse – including spreading rumours that someone is gay or lesbian
- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behaviour
- Cyber-bullying – using on-line spaces to spread rumours about someone or exclude them (This can include text messaging including picture and video messaging)

8.4 Staff will also challenge casual LGB&T language and will ensure anyone who makes persistent remarks is removed from the learning setting and made to understand the consequences of their behaviour in terms of sanctions.

8.5 BIC will ensure staff and learners can openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. We will also make it clear to learners that using any prejudice based language is unacceptable.

8.6 Whenever necessary BIC will invest in specialised skills to help staff to understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender pupils.

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

9. Cyberbullying and the Internet

9.1 BIC will follow the DfE guidance on preventing and dealing with cyberbullying summarised in the document, '*Cyberbullying – Advice for headteachers and staff 2014.*'

9.2 BIC will also follow the latest guidance on safe internet use and ensure all learners are taught how to protect themselves when using the internet.

9.3 Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills.

9.4 To raise awareness of and tackle cyberbullying staff will ensure the whole BIC community understand and talk about cyberbullying.

9.5 We will also ensure policies and practices including Acceptable Use Policies are shared with all staff, learners and parents/carers and make reporting cyberbullying easier by providing and publicising different ways of reporting it.

9.6 BIC will promote the positive use of technology including e-safety and digital literacy and evaluate the impact of preventative initiatives by using surveys etc. to collect feedback.

10. Bullying by text message and mobile phones

10.1 Learners will be warned about the need for care when giving out their mobile phone number.

10.2 A record will be kept of the date and time of any offensive messages and learners will be encouraged to show bullying messages or images to a member of BIC staff.

10.3 Learners who report bullying by text message either from mobile phones or via social media websites will be taken seriously.

10.4 The student's family may need to contact the police if the cyberbullying is serious and if a potential criminal offence has been committed

10.5 If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident

10.6 Malicious e-mails will be dealt with in the same manner

10.7 Learners who take photographs or videos on their phones with malicious intent will be dealt with in the same manner.

11. Bullying Prevention Strategies

11.1 Staff charter – The adult as a model:

11.2 Staff will not misuse a position of power to dominate the learners in BIC. We will avoid;

- Sarcastic comments
- Derogatory nicknames
- Dominating and humiliating behaviour

11.3 We will listen to learners when they are willing to talk about bullying.

11.4 We will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

11.5 Staff will support the 'Behaviour Policy'.

11.6 Student Charter

Learners will recognise each other's rights to;

- Be physically safe
- Keep their own possessions and money
- Be free from insults, derogatory terms and malicious teasing
- Be able to associate with other young people for companionship and friendship.

11.7 The culture of BIC will encourage learners to ensure the:

- Physical safety of others
- Security of everyone's personal possessions and money
- Freedom from hurt by name-calling, teasing and inclusion of all learners in play and learning activities.

11.8 We will promote and organise peer support networks which will includes learners from all years to act as mentors to each other.

11.9 We aim to make anti-bullying initiatives an integral part of the curriculum for all years. Where appropriate, staff will encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues.

11.10 we will strongly publicise the concept that bullying must never be kept a secret.

12. Dealing with bullying

12.1 All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

12.2 In dealing with bullying, BIC staff will not ignore it and not make premature assumptions.

12.3 Staff will listen to all accounts of the incident and adopt a problem-solving approach that encourages learners to find solutions rather than simply justify themselves.

12.4 They will make regular follow-up checks to ensure that bullying has not resumed and ensure that all relevant personnel within school have been informed.

12.5 The incident will be recorded promptly on the appropriate form, as soon as practically possible after the incident and ideally within the day.

12.6 Incidents will be reviewed to identify learners, type, style and location of bullying. This will enable BIC to identify patterns and to develop appropriate action plans.

12.7 Punitive measures will be implemented as appropriate and in consultation with all parties concerned.

12.8 Liaison with appropriate staff will be made to ensure there is targeted support to address the underlying issues.

13. Procedure to support a student who has been bullied

13.1 The following steps should be taken when a student reports they have been bullied;

1. Talk to the student away from other learners, but with other staff close by.
2. Listen to the student's account of the incident.
3. Reassure the student that reporting the bullying incident was the right thing to do.
4. Make it clear to the student that she/he is not to blame for what has happened.
5. Ideally, allow the student to write a statement or make a note of what the student said.
6. Explain that the student should report any further incidents to a member of staff immediately.

13.2 Ask the student

1. What happened?
2. Whether or not this was the first incident, of not how many other incidents have there been.
3. Who was involved?
4. Where it happened?
5. Who saw what happened (staff as well as learners).
6. What the student has already done about it.

13.3 Depending on the severity of the incident, staff dealing with the incident must decide whether parents/carers ought to be contacted. The learner should also be involved in this decision.

13.4 Ideally, the learner should be given the time and appropriate accommodation to make a written statement which is jointly checked by them and a member of staff and where necessary amended to ensure clarity.

13.5 This information must be passed on as soon as possible to the Head of College should be informed.

13.6 It is usual to remove the accused bully and any witnesses from the site of the bullying as soon as possible to get them to write statements on their own about the

incident. (It is recognised that some learners will need assistance to write statements.)

13.7 Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

13.8 The victim should be consulted regarding their return to learning activity and where possible their views heeded. Confidentiality cannot always be assured if the bullying is a safeguarding issue. (See BIC Safeguarding and Child Protection policy.)

14. Supporting learners who have been bullied

14.1 It is likely that staff will complete personal work with these learners and it is essential that the learners are fully supported during what can be a traumatic time through appropriate contact with staff and with other learners.

14.2 Ultimately, the learner must make the decision who they would like to speak to. Learners will have access to a counsellor if they request this or if it is felt they should be referred. The Head of College will work with them and their parents/carers to decide what level of support is needed.

14.3 The learner's own peers could have an important role in acting as counsellor or mediator. This will be an additional strategy available to support the student if deemed appropriate.

15. Learners who have bullied

15.1 It is also important for the bully to receive counselling and monitoring, to prevent further incidents. Often, bullies themselves have previously been victims. Usually the Head of College will carry out this role and talk to the learner about how things are going, their progress and friends.

15.2 Staff will;

1. Ask why they acted as they did.

2. Make sure they understand that what they did constitutes bullying and that it is wrong and makes other people suffer.
3. Discuss with the student how to behave appropriately with others without bullying.
4. Give the learner positive feedback and encouragement for the times when she/he is being kind and considerate to others.
5. Inform and involve parents/carers when appropriate.
6. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologize and explain why they acted as they did i.e. a process of restorative justice.

16. Reporting and recording incidents

16.1 Bearing in mind the seriousness of bullying incidents it is imperative that all incidents be:

- Promptly dealt with
- Verbally reported (to the Head of College) well before the end of the day
- Recorded using the Incident Report Form available from the BIC general office and
- Returned to the Head of College by the start of school next day.

16.2 The BIC Incident Report is attached as Appendix 1.

17. Monitoring, Evaluation and Review

17.1 The Governing Body will review this policy at least every two years and whenever there is a change in legislation or guidance and assess its implementation and effectiveness.

17.2 The policy will be promoted and implemented throughout BIC.

APPENDIX 1

BIRMINGHAM INDEPENDENT COLLEGE INCIDENT REPORT - STATEMENT FORM

To be used by members of the college to report serious incidents

Statement of: _____ Class/Group: _____

Statement taken on behalf of: _____

Location of incident: _____ Date of Incident: _____

I have been told that I may alter, add or delete any part of this statement. I am aware this statement may be used as evidence in any subsequent criminal or civil proceeding.

Signature: _____ Date: _____

INCIDENT INVESTIGATION FORM

Date of incident	Student	Location	Investigated by	Referred to	Date
Action Taken to date		Summary of Incident			
Recommended Outcome				Head of College Endorsement	
Further Action				Action by and Date	

APPENDIX 2

DEPARTMENT FOR EDUCATION ADVICE: PREVENTING AND TACKLING BULLYING 2014

Summary

About this advice

This document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

Review date

This advice will next be reviewed in April 2015.

Who is this advice for?

School leaders and school staff in **all** schools in England.

- For the purposes of this advice references to "maintained school" means a community, foundation or voluntary school, community or foundation special school. It also means Pupil Referral Units and non-maintained special schools.
- For the purpose of this advice references to "Academy" means Academy schools (including mainstream free schools) and AP Academies (including AP Free Schools).
- Where particular provisions do not apply to a particular type of school we make this clear.

It may also be useful for:

- FE and community settings.

What does the law say and what do I have to do?

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

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

Independent School Standard Regulations 2010

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

The Equality Act 2010

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

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

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law

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

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

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

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour discipline in schools – advice for headteachers and school staff' – see further sources of information below.



What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

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

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further



Dealing with bullying

Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff. Successful schools create an environment that prevents bullying from being a serious problem in the first place. School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils. There is no single solution to bullying which will suit all schools.

Prevention

A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

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

Intervention

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

The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Successful schools also:

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home
- involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders
- regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable
- use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils
- work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination



- celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

School's accountability

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

Further sources of information

Other departmental advice and guidance you may be interested in

[Cyberbullying: advice for headteachers and school staff](#)

[Advice for parents and carers on cyberbullying](#)

[DfE Behaviour and Discipline in Schools Guidance](#)

[Supporting children and young people who are bullied: advice for schools](#)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and [Education \(Independent School Standards\) \(England\) Regulations 2010](#)

[Power to tackle poor behaviour outside school](#)

[The Equality Act 2010](#)

Specialist organisations

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

LGBT

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick it Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.



