

Birmingham Independent College

ANTI-BULLYING POLICY

Created: 19/08/2019

Next Review: 31/1/2023

Contents

1. Foreword	3
2. The Equality Act 2010	3
3. Introduction	3
4. Purpose	4
5. Bullying Defined	5
6. Possible Signs of Bullying	5
7. Dealing with Bullying	6
8. Lesbian, Gay, Bi-sexual and Transgender bullying (LGB&T)	6
9. Cyberbullying and the Internet	8
10. Bullying by text message and mobile phones	8
11. Bullying Prevention Strategies	9
12. Dealing with bullying	10
13. Procedure to support a student who has been bullied	11
14. Supporting learners who have been bullied	12
15. Learners who have bullied	12
16. Reporting and recording incidents	13
17. Monitoring, Evaluation and Review	13
APPENDIX 1	13
APPENDIX 2	16

1. Foreword

1.1 In July 2017 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 Approaches to preventing and tackling bullying: case studies June 2018 – see appendix 3.

1.5 The advice on Cyberbullying for Headteachers and staff published by the Department in November 2014 has also been referenced in this policy. See Appendix 4.

1.6 The advice on Cyberbullying for Parents and Carers published by the Department in November 2014 has also been referenced in this policy. See Appendix 5.

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 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 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 include 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, or 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 BIC Incident Report is attached as Appendix 1.

17. Monitoring, Evaluation and Review

17.1 The Proprietary 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 (staff): _____

Statement of (student) : _____

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.

Staff Signature: _____ Date: _____

Student Signature: _____ Date: _____

INCIDENT INVESTIGATION FORM – BY SLT

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 - Preventing and tackling bullying

Advice for headteachers, staff and governing bodies

July 2017

Summary

About this advice

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This document has therefore been produced to help schools take action to 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 be kept under review and updated as necessary.

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.

The Education (Independent School Standards) Regulations 2014

The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty 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 PSED. In addition 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.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

However, external support can be given to pupils whether or not it is deemed a child protection concern. 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. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

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, any person who sends 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, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include 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.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

More detailed advice on teachers' powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in 'Behaviour and 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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

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 Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds

¹ Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images.

material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

For more information on how to respond to cyber-bullying please refer to the 'further resources' section of this document.

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.

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. Ofsted hold schools to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes 5

criteria for inspections, one of which is personal development, behaviour and welfare, which covers bullying.

Schools should be able to demonstrate the impact of anti-bullying policies. Ofsted will not routinely mark a school down where it has recorded incidents of bullying. Inspectors are interested in the impact of the actions a school has taken, i.e. how effectively schools prevent or deal with any incidents.

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. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. 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.

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, sexuality or appearance related difference. 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 (LGB&T) pupils
- □work with the wider community such as the police and children's services to agree a clearly understood approach to cases 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 discriminationcelebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Intervention - Support for pupils who are bullied

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Vulnerable pupils

Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.

The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.

Where bullying has a severe impact

In some circumstances the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional or mental health difficulties. Schools should ensure they make appropriate provision for a child's short term needs, including setting out what actions they are taking when bullying has had a serious impact on a child's ability to learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

In July 2012 the cross Government [No Health Without Mental Health: Implementation Framework](#) was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

Special Educational Needs and Disabilities (SEND) Code of Practice

While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the [SEND Code of Practice: 0 to 25 years, sets out how](#) developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

Separate on site provision

Removing bullied children from school, even for a short time, disrupts their education and can make it difficult for them to reintegrate. In itself it also fails to address the causes of the problem and can send the wrong message that victims of bullying are unwelcome. Schools should respond sensitively where an absence arises as a result of bullying.

Schools should do all they can to ensure bullied children continue to attend school. In addition to the examples of support listed above, this could include using separate on-site provision that provides respite for bullied pupils, whilst maintaining their educational progression. It is important that this support goes hand-in-hand with measures to tackle the bullying so that bullied children feel safe at school, and on their way to and from school.

Alternative provision

In extreme cases, where the effects of bullying are so severe that it is not possible to reintegrate a child back into their school, then other arrangements must be made for the pupil to continue their education. In the first instance this may involve the transfer of the child to another mainstream school. Where a child has developed complex needs as a result of bullying, which cannot be met in mainstream education, then alternative provision may need to be arranged.

Local authorities must make other arrangements for children of compulsory school age who, for any reason, would not otherwise receive suitable education. Suitable education is defined as efficient education suitable to a child's age, ability and aptitude and to any special educational needs the child may have. This education must be fulltime, unless this would not be in a child's best interests because of health needs. In these circumstances the education should be as close to fulltime as the child's needs allow and kept under review.

Separate [statutory guidance on the use of alternative provision](#), issued in January 2013 sets out that parents, pupils and other professionals should be involved in decisions about the use of alternative provision. It also states that there should be clear objectives and arrangements for monitoring progress.

Alternative provision should have a rigorous focus on supporting children to continue their education whilst meeting their individual needs, including social, emotional and health needs. In the majority of cases the aim of alternative provision should be to support reintegration back into mainstream education, working closely with pupils and their parents to agree a plan and timetable for return.

Intervention - Discipline and tackling underlying issues of bullying

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.

Support for staff who are bullied

It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. The department have published a separate advice note which provides advice for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises or online is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify

where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

Further sources of information

Other departmental advice and guidance you may be interested in

[DfE Behaviour and Discipline in Schools Guidance](#)
[Mental health and behaviour in schools advice for school staff](#)
[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](#)
[Keeping Children Safe in Education \(KCSIE\)](#)
[Working together to safeguard children](#)

Legislative links

Schools' duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](#) and Education (Independent School Standards) (England) Regulations 2014

[Power to tackle poor behaviour outside school](#) [The Equality Act 2010](#)

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[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](#).

[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.

[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 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 and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE toolkit](#) for schools.

Digizen: provides online safety information for educators, parents, carers and young people. **Internet Matters:** provides help to keep children safe in the digital world.

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

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

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.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

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.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

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.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harrassment and sexual bullying

[Ending Violence Against Women and Girls \(EVAW\): A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

APPENDIX 2

Cyberbullying: Advice for headteachers and school staff Who is this advice for?

This is non-statutory advice from the Department for Education for headteachers and all school staff on how to protect themselves from cyberbullying and how to tackle it if it happens.

Overview

All forms of bullying (including cyberbullying) should be handled as a community issue for the whole school. It is important that schools take measures to prevent and tackle bullying among pupils. But it is equally important that schools make it clear that bullying of staff, whether by pupils, parents or colleagues, is unacceptable. Evidence indicates that one in five (21%) teachers have reported having derogatory comments posted about them on social media sites from both parents and children.

School leaders, teachers, school staff, parents and pupils all have rights and responsibilities in relation to cyberbullying and should work together to create an environment in which pupils can learn and develop and staff can have fulfilling careers free from harassment and bullying.

Schools can offer support to parents on how to help their children engage safely and responsibly with social media, perhaps through a parents' evening, advice in a school newsletter or signposting to other sources of support and advice. Creating a good school- parent relationship can help create an atmosphere of trust that encourages parents to raise concerns in an appropriate manner. Part of this is making sure that parents and carers are aware and understand how to communicate with the school. Schools should also make clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to face.

Schools should encourage all members of the school community including parents to use social media responsibly. Parents have a right to raise concerns about the education of their child, but they should do so in an appropriate manner.

School staff

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Here is some key advice for staff which may help protect their online reputation:

- Ensure you understand your school's policies on the use of social media, Childnet's ['Using Technology' guide](#) has more information on what to be aware of.

- Do not leave a computer or any other device logged in when you are away from your desk.
- Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.
- Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date. Advice can be found on the [Safer internet advice and resources for parents and carers](#).
- It is a good idea to keep a check on your online presence – for example by typing your name into a search engine. If there is negative content online it is much easier to deal with this as soon as it appears. [The UK Safer Internet Centres Reputation](#) minisite has more information on this.
- Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.
- Consider your own conduct online; certain behaviour could breach your employment code of conduct.
- Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.
- Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your post if you do not have appropriate privacy settings.
- Do not give out personal contact details – if pupils need to contact you with regard to homework or exams, always use your school's contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.
- Use your school email address for school business and personal email address for your private life; do not mix the two. This includes file sharing sites; for example Dropbox and YouTube.

If you are bullied online

- You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
- Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.

- □Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school's own mediation and disciplinary procedures.
- □Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
- □If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, [The UK Safer Internet Centre](#).
- □If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

Employers have a duty to support staff and no-one should feel victimised in the workplace. Staff should seek support from the senior management team, and their union representative if they are a member.

[The Professional Online Safety Helpline](#) is a free service for professionals and volunteers working with children and young people, delivered by the UK Safer Internet Centre. The helpline provides signposting, advice and mediation to resolve the e-safety issues which staff face, such as protecting professional identity, online harassment, or problems affecting young people; for example cyberbullying or sexting issues.

The Safer Internet Centre has developed strategic partnerships with the key players in the internet industry. When appropriate, this enables the Professional helpline to seek resolution directly with the policy and safety teams at Facebook, Twitter, YouTube, Google, Tumblr, Ask.FM, Rate My Teacher and more.

Schools

Whole-school policies and practices designed to combat bullying, including cyberbullying, should be developed by and for the whole school community. All employers, including employers of school staff in all settings, have statutory and common law duties to look after the physical and mental health of their employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents. [Kidscape has also produced best practice advice and guidelines for](#)

[professionals](#). The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at www.antibullyingpro.com.

Reporting

The whole school community should understand reporting routes and responsibilities. Many schools will appoint a designated person to deal with bullying while others will distribute responsibility among a number of staff.

Acceptable use policies

Every school should have clear and understood policies in place that include the acceptable use of technologies by pupils and staff that address cyberbullying. Agreements on the responsible use of technology should include:

- Rules on the use of school equipment, software and access routes when used on or off the school premises within school hours: for example, internet access, tablets, lap tops and mobile phones.
- Acceptable behaviour for pupils and employees, including behaviour outside school: for example teachers' and pupils' use of social networking services and other sites, so as not to harm others or bring the school into disrepute.
- School staff should expect the school to react quickly to reported incidents or support the member of staff concerned to do so. It is also important that staff who are harassed in this way receive support and information enabling them to access appropriate personal support. The school should endeavour to approach internet providers or other agencies on their behalf in order to request that the inappropriate material is removed. The internet provider may only accept a request from the victim. However, the school may want to take action if it is on a school website or email address.
- If it is necessary for the person being bullied to contact the service providers directly, the school may provide support. This might apply, for example, in cases of identity theft, impersonation or abuse via a mobile phone service.

Useful resources

The Parent Zone has established a [training programme](#) designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to [help and support parents](#), particularly around e-safety.

Facebook has produced [Empowering Educators](#) support sheet specifically for teachers and launched the [Bullying Prevention Hub](#) with Yale's Centre for Emotional Intelligence.

Getting offensive content taken down

If online content is offensive or inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

Most social networks have reporting mechanisms in place to report content which breaches their terms. If the person responsible has not been identified, or does not respond to requests to take down the material, the staff member should use the tools on the social networking site directly to make a report.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a service provider, it is important to be clear about where the content is; for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

Contact details for social networking sites

The [UK Safer Internet Centre](#) works with the social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	<p>Read Ask.fm's 'terms of service'</p> <p>Read Ask.fm's safety tips</p> <p>Reporting on Ask.fm:</p> <p>You do not need to be logged into the site (i.e. a user) to report.</p> <p>When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.</p>
BBM	Read BBM rules and safety
Facebook	<p>Read Facebook's rules Report to Facebook</p> <p>Facebook Safety Centre</p>
Instagram	<p>Read Instagram's rules Report to Instagram</p> <p>Instagram Safety Centre</p>
Kik Messenger	<p>Read Kik's rules Report to Kik</p> <p>Kik Help Centre</p>
Snapchat	Read Snapchat rules

	Report to Snapchat Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules Report to Tumblr by email If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	Read Twitter's rules Report to Twitter
Vine	Read Vine's rules Contacting Vine and reporting
YouTube	Read YouTube's rules Report to YouTube YouTube Safety Centre

Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. If you are being bullied they will help you to change your number if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace malicious calls for them.

Service providers

Service provider	From your mobile	Pay as you go	Pay monthly contracts
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150
Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

APPENDIX 3

Advice for parents and carers on cyberbullying who is this advice for?

This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.

Overview

Cyberbullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being cyberbullied and to help them cope and stop the bullying if it does happen.

Parents and carers need to be aware that most children have been involved in cyberbullying in some way, either as a victim, perpetrator, or bystander. By its very nature, cyberbullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Cyberbullying can also involve adults; even though technology has provided wonderful opportunities for both teaching and learning, it has led to some teachers becoming the victims of internet messaging that undermines or ridicules them. It is important that parents make clear that this is not acceptable behaviour and lead by example. What was once a conversation at the school gate between small groups of parents and carers can now become a conversation with perhaps hundreds of “friends” on social networking sites, permanent, with a large audience, and easily shared. Whilst parents and carers have the right to be critical of decisions made by schools, or even individual staff members, they should raise concerns in an appropriate way and not become abusive, or libellous. Open conversations on social networking sites are not private and can easily be reported to school staff, even if it was not the intention to share their views directly.

Social networking

Young people routinely access social media and much of their social lives are online. This can create a false sense of security; for example chatting online feels different from chatting face to face. It can be easier to say and reveal things that wouldn't be said face to face; be cruel, aggressive or flirtatious. It is important for young people to remember that there are offline consequences to online behaviour.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up

to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure.

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. [Internet Matters provides an overview of cyber-bullying in more detail](#) and [NSPCC - bullying and cyberbullying prevention](#)

Parents and carers have a challenging job. They need to know what their children are doing online and also help them to do it in a safe way. With technology changing on a day-to-day basis, the best way to stay informed is for parents to be involved. [Thinkuknow provides helpful tips on letting your child teach you.](#)

Set boundaries

A good way to supervise children's internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. [Thinkuknow provides helpful tips on agreeing and setting boundaries](#)

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for [parental controls](#)

For parents and carers experiencing any internet safety issues with their children, The Parent Zone provides a national helpline service at - help@theparentzone.co.uk and [The Parent Zone - help](#)

Being involved and talking to children

Social Networks have a minimum age restriction, usually age thirteen. Parents should talk to their children about the reasons behind the age restriction as they are there for a reason. Accessing such sites too early can expose children to unnecessary bullying.

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their

children will depend on their age. [Childnet gives more detailed information about talking to your child](#) and [antibullyingpro provides practical advice for parents](#)

Advice for children

The following are some things that parents may wish to consider teaching their children about using the internet safely:

- Make sure you use the privacy settings.
- Always respect others – be careful what you say online.
- Be careful what pictures or videos you upload. Once a picture is shared online it cannot be taken back.
- Only add people you know and trust to friends/followers lists online. When talking to strangers, keep your personal information safe and location hidden.
- Treat your password like your toothbrush – keep it to yourself and change it regularly.
- Block the bully – learn how to block or report someone who is behaving badly.
- Do not retaliate or reply to offending e-mails, text messages or online conversations.
- Save the evidence. Always keep a copy of offending e-mails, text messages or a screen grab of online conversations and pass to a parent, a carer or a teacher.
- Make sure you tell an adult you trust, for example, a parent, a carer, a teacher, or the anti-bullying co-ordinator or call a helpline like Childline on 08001111 in confidence.
- Most social media services and other sites have a button you can click on to report bullying. Doing this can prevent a bully from targeting you and others in the future. Many services take bullying seriously and will either warn the individual or eliminate his or her account.
- While you are on your mobile phone make sure you also pay attention to your surroundings.

Possible signs of cyberbullying

It is not always easy to spot the signs of cyberbullying as it can happen all the time, which is a feature that makes it different from other forms of bullying. Be alert to a change in your child's behaviour, for example:

- Being upset after using the internet or their mobile phone;

- Unwilling to talk or secretive about their online activities and mobile phone use.
- Spending much more or much less time texting, gaming or using social media.
- Many new phone numbers, texts or e-mail addresses show up on their mobile phone, laptop or tablet.
- After texting or being online they may seem withdrawn, upset or outraged.
- Not wanting to go to school and/or avoiding meeting friends and school mates.
- Avoiding formerly enjoyable social situations.
- Difficulty sleeping.
- Low self-esteem.

What to do if you suspect a child is being cyberbullied

If you suspect a child or young person is being harassed or bullied either over the internet or via mobile phone, ask them to give you details. If your child tells you that someone is bothering them online, take it seriously. Offer practical as well as emotional support. Print out the evidence for future reference. Talk to a teacher at your child's school if other pupils at the schools are involved. [The Parent Zone-Top tips if your child is being bullied](#)

Support for children who are bullied

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in need of support to return to school. To help schools support pupils who are severely affected by bullying the Department has produced advice for schools, available at: [supporting bullied children](#)

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: [Childline - Building confidence after online bullying](#)

It is also important to involve your child in resolving the issues as this can help to strengthen their self-confidence and restore a sense of emotional safety.

The Anti-Bullying Alliance has helpfully put together a fact sheet outlining the range of support that is available to schools, parents, carers and young people from the anti-bullying sector [advice and support from the anti-bullying sector](#)

Facebook has produced a support sheet [Empowering Parents and Families](#) which gives guidance on what to do if you child is being bullied.

Useful Resources

Getting offensive content taken down

If online content is upsetting and inappropriate, and the person or people responsible are known, you need to ensure they understand why the material is unacceptable or offensive and request they remove it.

If the person responsible has not been identified, or refuses to take down the material you should contact the social networking site directly to make a report and request the content is taken down. The material posted may be in breach of the service provider's terms and conditions of use and can therefore be removed.

Some service providers will not accept complaints lodged by a third party. In cases of mobile phone abuse, where the person being bullied is receiving malicious calls and messages, the account holder will need to contact the provider directly.

Before you contact a web service provider, it is important to be clear about where the content is, for example by taking a screen shot of the material that includes the web address. If you are requesting they take down material that is not illegal, be clear to point out how it breaks the site's terms and conditions. Where the material is suspected of being illegal you should contact the police directly.

NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in today's digital world [stay up to date and keep your child safe in today's digital world](#)

Contact details for social networking sites:

The [UK Safer Internet Centre](#) works with social networking sites to disseminate their safety and reporting tools.

Social networking site	Useful links
Ask.fm	Read Ask.fm's 'terms of service' Read Ask.fm's safety tips Reporting on Ask.fm: You do not need to be logged into the site (i.e. a user) to report. When you move your mouse over any post on someone else's profile, you will see an option to like the post and also a drop down arrow which allows you to report the post.
BBM	Read BBM rules and safety
Facebook	Read Facebook's rules Report to Facebook

	Facebook Safety Centre
Instagram	Read Instagram's rules Report to Instagram
	Instagram Safety Centre
Kik Messenger	Read Kik's rules Report to Kik
	Kik Help Centre
Snapchat	Read Snapchat rules
	Report to Snapchat
	Read Snapchat's safety tips for parents
Tumblr	Read Tumblr's rules
	Report to Tumblr by email
	If you email Tumblr take a screen shot as evidence and attach it to your email
Twitter	Read Twitter's rules
	Report to Twitter
Vine	Read Vine's rules
	Contacting Vine and reporting
YouTube	Read YouTube's rules
	Report to YouTube
	YouTube Safety Centre

Mobile phones

All UK mobile phone providers have malicious or nuisance call, text or picture message centres set up and have procedures in place to deal with such instances. They will help you to change the number of the person being bullied if necessary. If you want to prosecute the perpetrator contact the police. The mobile provider will work closely with the police and can usually trace calls for them.

Some service providers such as Vodafone produce annual magazines for parents and carers ([Digital Parenting](#)), giving information and top tips for keeping your children safe online including cyberbullying.

Service providers

Service provider	From your mobile	Pay as you go	Pay monthly contracts
O2	4445 or 202	08705 678 678	0870 241 0202
VodaFone	191	03333 040 191	03333 048 069
3	333	08433 733 333	08433 733 333
EE	150	0800 956 6000	0800 956 6000
Orange	150	07973 100 450	07973 100 150
T-Mobile	150	07953 966 150	07953 966 150

Virgin	789	0345 6000 789	0345 6000 789
BT		08000 328 751	08000 328 751

Organisations that provide support to parents and carers and children

- [The Anti-Bullying Alliance](#)
- [CEOP](#)
- [Childline](#)
- [Childnet](#)
- [The Diana Award](#)
- [Internetmatters](#)
- [Kidscape](#)
- [Get connected](#)
- [NSPCC](#)
- [The Parent Zone](#)
- [Thinkuknow](#)
- [Young Minds](#)
- [UK Safer Internet Centre](#)

APPENDIX 4

Approaches to preventing and tackling bullying Case studies

June 2018 CooperGibson Research



Social Science in Government

Introduction

All schools are required by law to have a behaviour policy with measures to tackle bullying among pupils¹. The government does not set out a particular approach to bullying that schools should follow. The underlying principle is that schools are best placed to drive their own improvements and they are held to account for their effectiveness through Ofsted. Ofsted's 2012 report 'No place for bullying' lays out its view on good practice².

There is, and never has been, any legal requirement on schools to record and report incidents of bullying. The Department for Education (DfE) advice is that schools should develop their own approaches for monitoring bullying and exercise their own judgement as to what will *work best for their pupils*. More broadly the department's advice on behaviour and discipline makes clear that having a whole school policy, consistently applied, with clear systems of rewards and sanctions is key to securing good behaviour³. A recent independent review of behaviour in schools, found that good behaviour policy often involved a combination of strict rules combined with strong pastoral support and activities.⁴

There is some evidence to suggest that bullying as an issue has improved for specific age groups. For example, Wave 2 of the Department's Longitudinal Study of Young People in England shows that overall, a significantly smaller proportion of year 10 students in 2014 said that they had been bullied in the last 12 months when compared

with the equivalent age group in 2005.⁵ At the same time, research shows that bullying does remain a problem for some pupils. For example, the ‘[Pupils and their parents and](#)

¹ Recently updated guidance can be found at Department for Education (2017) *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies*

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

² [1] Ofsted (2012) *No place for bullying: How schools create a positive culture and prevent and tackle bullying*, Available at

<https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>

³ DfE (2016) *Behaviour and Discipline in schools: advice for head teachers and school staff*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf

⁴ Bennett (2017) *Creating a culture: How school leaders can optimise behaviour*

<https://www.gov.uk/government/publications/behaviour-in-schools>

⁵ Wave 2 of the Department's Longitudinal Study of Young People in England shows that overall, a significantly smaller proportion of year 10 students in 2014 said that they had been bullied in the last 12 months when compared with the equivalent age group in 2005. Forty-one per cent of young people in year 10 in 2005 said they had been bullied in the last 12 months, compared with 36% of the 11, 166 participants in 2014. DfE (2015) *Bullying: Evidence from the Longitudinal Study of Young People in England 2, Wave 2*

<https://www.gov.uk/government/publications/longitudinal-study-of-young-people-in-england-cohort-2-wave-2-carers-omnibus-survey>

⁶ published by the Department in 2017 showed that out of 1,847 year 7 to 13 pupils, nearly half (45%) felt they had been bullied in the previous 12 months. In the same study, just under two thirds of pupils (63%) said they had seen someone else being bullied at school in the past 12 months.

One way to help tackle this is by identifying and sharing some promising practice among schools. The DfE therefore, commissioned CooperGibson Research (CGR) to conduct in-depth qualitative

interviews with senior leaders in schools, identified by several high profile anti-bullying the organisations that the department works closely with, as exhibiting some examples of promising practice to combat bullying. This report outlines the approach taken and the case studies which have been developed, along with common themes found across the schools interviewed. The DfE is considering building on this research, to develop a series of case study reports looking specifically at promising practice in the fight against bullying related to protected characteristics such as race, ethnicity or faith. We hope that this report will be a helpful resource for schools and other stakeholders looking to improve anti-bullying practices in schools.

Methodology

A qualitative approach using telephone and face-to-face in-depth interview techniques based on the interviewee's preference, was used to explore current anti-bullying practice in 15 education institutions across England. Key topic areas included:

- Current anti-bullying practice, written policies, information campaigns, reporting options, training for staff and pupils, information given to parents.
- General approaches and examples of actual practice of preventing and tackling bullying.
- How schools have created environments which promote respectful behaviours and understanding of specific groups, challenge bullying where it occurs and tackle prejudicial bullying and cyberbullying.
- Elements of practice that are perceived to be most effective and could be replicated successfully in other schools.
- Lessons learned and critical success factors.
- Challenges in dealing with bullying and how these have/can be overcome. ⁶ Panayiotou S., Boulden K., Newton S., and Andersson D. (2017) *Omnibus Survey of Pupils and their Parents/Carers*

Research report wave 2

<https://www.gov.uk/government/publications/pupils-and-their-parents-or-carers-omnibus-wave-1-survey>

Sample

There is no centrally held data about the number of bullying incidences in schools or how well schools are doing to prevent bullying. In order to identify a list of possible schools to engage with for these case studies, the DfE asked the high profile anti-bullying charities, the Diana Award and Anti-Bullying Alliance, as well as DCLG's anti-muslim hatred working group and the Government Equalities Office (GEO), to suggest schools that they consider to exhibit promising practices to tackle bullying. They were suggested for their practices to tackle bullying generally or specific types of bullying e.g. cyberbullying, lesbian, gay, bisexual and transgender (LGBT) bullying, bullying based on racial grounds. This request resulted in a list of approximately 60 schools.

It is acknowledged that this approach has limitations. Other schools with different practices could be just as or more effective in tackling bullying, but not known to the organisations with whom DfE engaged. However, without a central data source, this approach was adopted to showcase some innovative and promising ideas which the schools involved reported worked well in the context of their institutions.

The CGR research team contacted the institutions identified in the sample by email and telephone to request their participation in this research. Initially schools were selected from the list supplied by the organisations with a view to contacting 20 schools with a range of anti-bullying practices, different geographical locations (urban/rural), school sizes, types (maintained/academy) and phases (primary/secondary). Due to a limited response however, the remaining schools were contacted and targeted reminder calls and emails were sent to those originally contacted. Those who agreed to participate in an interview were either interviewed by telephone or face-to-face, depending on their preference. In total, 15 interviews were carried out with senior leaders. The sample breakdown by education phase is detailed in Table 1.

Table 1: Education institutions by phase

	Number of interviews conducted	% of interviews conducted
Primary schools	5	33
Middle school (9-13)	1	7
Secondary schools	6	40
All through (5-16)	1	7
All through (5-18)	1	7
Post 16 College	1	7
Total	15	100

The sample breakdown by role of respondent is detailed in Table 2.

The sample breakdown by role of respondent is detailed in Table 2.

Table 2: Respondent role

	Number of respondents	% of respondents
Head Teacher	1	6
Deputy Head Teacher/ Co-Head Teacher /Assistant Principal/Senior Vice Principal	11	61
Wellbeing/Safeguarding/Diversity Lead/Manager	4	22
Head of Year	1	6
Student Support Team Leader/Youth Worker	1	6
Total	19	100

A list of participating schools is provided in Annex 1.

Final selection of case studies

The DfE was keen for the case studies included in this report to show examples of how schools have promoted respectful behaviour and tackled prejudicial bullying (e.g. race/nationality, faith, LGBT, SEND, sexist bullying) and cyberbullying. This is while acknowledging that an approach that tackles bullying in general is also likely to help reduce specific types of bullying. The case studies were therefore selected for inclusion in this report to represent a range of types of schools and contexts based on either a type of bullying or the approaches taken. Schools were sent the write ups of the case studies for final approval for publication. Further details on the context of each school from their latest Ofsted report is included in the case studies.

Each case study is based on a particular theme and may encompass examples of practice provided from one, two or three schools.

Common themes: Approaches to preventing and tackling bullying

Whilst each school employed a range of different practices, a number of themes emerged which were common across the schools in how they tackle and prevent bullying and in the challenges they face.

Common strategies to tackle and prevent bullying Whole school approach

All of the schools interviewed felt strongly that a whole school approach to preventing and tackling bullying is vital, involving teaching and non-teaching staff, pupils, parents and carers and governors. This finding reflects a key recommendation of DfE's recent review into behaviour; that making behaviour a 'whole school ambition' is crucial for developing a culture of good behaviour⁷. This approach was felt to ensure that the whole school community is clear on behaviour expectations and is sending out a consistent message.

"A whole school approach is critical. It can't be an add-on, it can't be something that's separate to everything else, it has to be intrinsic to everything you do in school. Our shared values do actually underpin everything, including our school development plan, our teaching and learning, the quality of experience, absolutely everything and that has meant that it's whole school." (Secondary school)

Key components of the whole school approaches common across the schools interviewed include:

- A highly visible school ethos or values embedded throughout the school and underpinning everything the school does. In primary schools, this often involved a focus on kindness and kind behaviour, whereas secondary schools were more likely to have several values, such as Democracy, Equality, Respect, Resilience, Tolerance and Understanding.
- Clear behaviour and anti-bullying policies with a clear definition of what bullying is (as opposed to single instances of unkind behaviour or friendship issues) and a system of sanctions.

- Behaviour and anti-bullying policies and practices that are reviewed and updated regularly. ⁷ DfE (2017) Behaviour in Schools <https://www.gov.uk/government/publications/behaviour-in-schools> 9

- Training and supporting all staff, from non-teaching support staff to senior leadership teams, to ensure all are engaged with the school's approach to anti-bullying, they model expected behaviour and that they are all able to effectively deal with incidents. *"If staff feel confident and trained up in something then they are happy to deliver it in a confident manner."* (Secondary school)

Whilst these approaches were reported to be effective in the schools interviewed, other schools may have different but equally effective practices, for example, those taken in 'no excuses' schools which place a particular emphasis on strict discipline

Whole school approaches were in some cases also supported by specific initiatives targeted at certain groups of pupils or types of bullying. These targeted initiatives were either part of a programme of anti-bullying activity, or driven by issues that had come to light in school, in the media, or national/international events. Cyberbullying, in particular, was most likely to be targeted separately and was often high profile within the school.

Focus on preventative practices

In addition to whole school approaches, all schools focused on preventative practices. These practices aimed to reduce the number of bullying incidents that occur by tackling prejudice and increasing empathy and understanding for others through awareness and education.

Preventative strategies also aimed to teach pupils to self-regulate their behaviour and to develop an understanding that they should not engage in bullying behaviour because it is not the right thing to do, rather than just because they are told not to.

A focus on positive behaviours and attitudes was also common, with rewards and recognition systems for behaviour as well as achievement.

Creating an inclusive ethos/environment

Schools worked hard to create an inclusive environment, promoting diversity and striving for equality. Schools achieved this through an inclusive and proactive approach to diversity, where pupils are encouraged to celebrate people's differences. Some schools where diversity was more limited in the school or local community, linked with other schools in different regions and countries to share good practice and increase pupils' exposure to different people and cultures.

Schools also promoted careful use of language, challenging 'banter' and racist language and instilling a collective understanding of the power of words which can cause harm to others if used in the wrong way.

"Quite often a child would say someone has said something to them and they wouldn't really know what was wrong with it, whether it has come from family or TV, they wouldn't really know that there was anything wrong with the words they were using. So we thought we need to educate them on why they can't use words like that." (Primary school)

Keeping anti-bullying high profile

All the schools held a range of activities and events during Anti-Bullying Week, with some primary schools suspending the normal curriculum for all or part of the week. However, another vital component of all the schools' anti-bullying strategies was a continued focus throughout the entire school year, not just in Anti-Bullying Week.

Some schools maintained this anti-bullying momentum through:

- Highly visible anti-bullying posters throughout the school. In the primary schools interviewed, pupil-friendly anti-bullying and behaviour policies were often displayed in every classroom and places where pupils gather such as the playground and assembly hall. Some primary schools had anti-bullying mascots or characters.
- Regular assemblies throughout the year on anti-bullying themes.
- Celebration events attached to key events in the calendar, nationally and internationally, such as Pride and Black History Month.

- Integrating anti-bullying themes into lessons either through regular timetabled Personal, Social, Health and Economic (PSHE) lessons or themed drop-down days.

- Engaging with external agencies and speakers to come into school and deliver anti-bullying sessions in different and engaging ways. *“Our values as a school, are to cherish each other and care for ourselves, we are constantly saying this to the children. It’s in our everyday language and we talk about differences and how we are all different. It’s always in assemblies, so they are hearing it all the time.”* (Primary school) It is important to note that the schools interviewed reported these approaches to be particularly effective in the context of their own institutions and are not necessarily transferable to other contexts.

Empowering pupils Engaging and empowering pupils in anti-bullying practices was a common theme mentioned by the schools taking part in this research.

“It’s about empowering the children, it underpins everything that we do. The strategies that we use are not things done to the children, they are things done with the children.” (Primary school)

Most schools had some sort of pupil anti-bullying role, such as Anti-Bullying Ambassadors, prefects, playground monitors or ‘worry busters’. The specifics of these roles varied from school to school, but the key component for them all was providing peer-to-peer support for pupils and a valuable point of liaison between pupils and staff.

These pupils were typically highly visible, wearing different coloured clothing, lanyards or badges, and received specific training for their role. In some schools this peer-to-peer support role extended to a strategic buddy system, where pupils were specially selected to support each other because, for example, they had been through similar experiences.

Pupils were also commonly encouraged to generate ideas and take ownership of anti-bullying activities and events, deliver assemblies, training and anti-bullying sessions to peers and staff and be actively involved in writing school behaviour and anti-bullying policies.

The schools interviewed often felt that pupil-led practices were some of

the most powerful for preventing and tackling bullying, because pupils felt motivated and engaged with the issues and were more likely to take on-board the messages. It should be noted that these views are subjective and other schools may find different practices more practical/effective.

“Because it came from the students... it had an incredible impact across the school, it wasn’t just something that was top down.” (Secondary school)

A rapid response to bullying incidents

All schools felt a rapid response to any incident of unkind behaviour or bullying was essential to avoid escalation and parents on both sides were immediately contacted about any instances of bullying. This rapid response to tackling incidents was also seen to give pupils the confidence to know that bullying would be dealt with and to reinforce the fact that bullying would not be tolerated.

Providing a variety of ways for pupils to report incidents or concerns was an important part of this rapid response approach, and takes into account that some pupils might find it difficult to talk to staff. Schools used practices such as bully boxes, a bully email address/icon on computers, pupil-led anti-bullying support roles (e.g. Anti-Bullying Ambassadors) and anonymous pupil questionnaires.

Restorative practices were found to be work well for resolving issues between pupils by some of the schools interviewed. This is the idea that those who have been harmed are able to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Common challenges Engaging parents/carers

Engaging with parents was seen by schools as an important part of preventing and tackling bullying, to align the messages that pupils receive from home and from school. However, all schools faced challenges in doing so and schools found some parents particularly hard to reach, such as working parents and those disengaged with their

children's education.

Schools constantly tried to think of different ways to communicate with parents and carers and encouraged them to come into school regularly, as face to face communication was deemed to have the most impact. In particular, schools aimed to foster open lines of communication with parents and carers and several mentioned employing an 'open door policy', encouraging parents to come in and speak to the school at any time.

"Keeping open communications with home and school can be challenging at times, some families don't want to let you in to their home life. It's about establishing that climate where they feel comfortable to speak to you, rather than you judging them in any way, so they don't feel negative." (Primary school)

Examples of practices to engage parents include:

- Termly parent and carer forums, structured like a coffee morning, where parents and carers come into school to talk about a range of topics and issues, including bullying.
- Half termly parent and carer consultations with teachers to talk about any issues, including anti-bullying.
- Running parent and carer sessions regularly and at different times of the week/day to maximise their reach. One school described how they were planning to incorporate internet safety and cyberbullying into their school open evening to take advantage of a 'captive audience', whereas another school held weekend events. *"It was like a fair with stalls, including food stalls... We went through online and social media, the effects of social media and keeping an eye on what children are doing."* (Secondary school).
- Class assemblies every week which parents can attend. *"Whilst not every one [assembly] is about bullying we reinforce in those about kindness, we talk about how kind and thoughtful the children are"* (Primary school).

- Talking to parents and carers at the start and end of the day at school drop off and pick up, reinforcing positive messages.
- Face to face meetings with parents and carers and pupils when any issues or bullying incidents arise.
- Parent and carer pages/zones on the school website, providing information and advice, such as how to identify if their child is being bullied, cyber safety top tips and what they can do to help prevent their child from being bullied or becoming a bully. Websites also typically contained copies of behaviour and anti-bullying policies and signposting to internal and external support sources.
- Regular communications with parents and carers by different channels such as by letter, email and social media sites such as Facebook and Twitter. One school communicated with parents via a school app.
- Involving parents and carers in developing anti-bullying policies; *“Because parents have been involved in writing the policy they are very clear on how we deal with bullying and they feel empowered and important because they have been part of the process”* (Primary school).
Keeping up to date with online trends Trends in technology and social media change at a rapid rate, meaning another key challenge for schools is keeping up with those trends, particularly for secondary schools where pupils are more likely to have unsupervised access to the internet and their own mobile phones. *“Trying to keep up with those developments and changes is really difficult and the resources out there can’t keep up either. If you’re trying to get agencies in to talk, by the time you’ve got them in its already changed. So, you’ve got to know that the agency you’re bringing in is on top of their stuff, because it’s no good them talking about WhatsApp if they [pupils] are not using it anymore and they’re already two apps ahead. (All through school)* Schools described a constant effort to keep up with online trends, to ensure their practices and policies were up to date and that they were providing the best information, advice and support for staff, pupils and parents and carers. Strategies included:
 - Allocating responsibility for keeping up to date with online, gaming and

social media trends to a senior member of staff such as a Head of Year or the Deputy Head, or to a department, such as the Information and Communications Technology (ICT) department.

- Working with external organisations such as the Local Authority, local police service, Child Exploitation and Online Protection (CEOP), Digital Families and Babcock International.
- Utilising online safety resources, such as those provided by CEOP⁸.
- Regularly talking to pupils about what they are doing online to identify what new games, sites and apps are becoming popular. *“Listening to your children, if you have a group of children that you work with closely they will tell you what the children are into. Getting the voice of children at regular intervals is really important. If you don’t know what makes them tick, if you don’t know what they are into, how on earth can you tackle it?”* (Primary school)
- Regularly reviewing and updating cyberbullying and online safety policies to ensure they contain the latest games, websites and apps, particularly for social media.
- Speaking to social media companies to understand how pupils can best set their privacy settings and keep themselves safe online.
- Attending training courses about online safety and trends run by different organisations. In some cases, staff had undertaken training to become a CEOP Ambassador⁹ enabling them to train other staff, pupils and parents effectively.
- Inviting external speakers from different organisations into the school to talk to staff, pupils and parents and carers. One school described how free resources, such as free magazines and software provided by the speaking organisation, could be useful to encourage parents to attend. *“It helps to get parents along if you put in the letter that there will be some freebies there.”* (Secondary school) **Dealing with incidents which occur outside school** Dealing with incidents which occur outside of school was a challenge cited primarily by secondary schools

and was linked in particular to pupils' use of the internet and social 8
Thinkuknow Resource Library

<https://new.thinkuknow.co.uk/professionals/resources/> 9 CEOP

Ambassador Course

<https://new.thinkuknow.co.uk/professionals/training/ceop-ambassador-course/>

media. Because the incidents occur outside of school, there was felt to be a 'blurring of the lines' over whether the school could have any control or should take responsibility.

Schools do have the power to intervene and teachers can discipline pupils for bullying, including cyberbullying, that occurs outside of school. Where bullying outside of school is reported to teachers, it should be investigated and acted on.¹⁰ The schools also acknowledged that even when incidents or bullying occur outside of school, they have the potential to impact on pupils inside school. As a result, most schools would tackle these incidents in much the same way that they would tackle them if they had occurred in school.

"It's not just inside school, it's outside of school too. Our remit from an educational basis is about that whole child." (Secondary school)

When incidents outside of school involve a member of the public, the issue becomes more complicated for schools to deal with. In these cases, schools would offer as much advice and support as they could for the pupils and parents and carers involved, and signpost them to external support such as local police services.

Collaborating with other schools across phases

Some schools did collaborate with other schools in the same phase, in their local area, nationally or internationally, to increase exposure to diversity and share anti-bullying resources and good practice. However, in some cases it was felt that there could be greater collaboration in preventing and tackling bullying across phases, in the transition from primary school to secondary school. In particular, schools found it challenging when pupils move to or from another school which does not have the same focus on behaviour and anti-bullying as they do.

As one school described the challenge; *“I think we need to have a stronger transition... Our pupils get to a secure and really confident frame of mind and then they go up to the high school and there needs to be much more continuation of the kind of work we do.”*

¹⁰ Section 90 and 91 of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils’ conduct when they are not on school premises, and are not under the lawful control or charge of a member of school staff. This also includes any bullying incidents occurring anywhere off the school premises. While teachers have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises, or when the pupil is under the lawful control of school staff, for instance on a school trip. For detailed information about this power please see the department’s advice on behaviour which is available at: Department for Education (2017) *Preventing and tackling bullying: Advice for headteachers, staff and governing bodies* <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> pp6

Conversely, some secondary schools worked closely with new year 7 pupils to ensure they were aware of the school ethos, values and expectations before entering school and also to identify pupils who may need additional support before and when they start at secondary school.

Engaging staff

A small number of schools said they had initially experienced challenges in engaging staff with certain aspects of anti-bullying policies or topics. For example, some primary school staff initially struggled to understand why the school needed to talk to pupils about such topics as interactive gaming, social media and sexting. Other primary schools initially faced some challenges in delivering lessons about topics such as families with same gender parents or transgender people. These staff perceived pupils to be too young to be discussing these issues, or to be using that type of technology, despite the fact that they were being used widely by pupils from a young age.

“To begin with they didn’t know why we needed to be talking about it, they thought it’s not a problem in our school, but that’s gone now. They

know now that even if we're not having an issue it's important that children get this education.” (Primary school)

Other schools had to challenge staff opinions of what constitutes bullying itself and related issues such as banter.

These schools recognised that it was still important to prepare and educate pupils to prevent bullying incidents from occurring and to prepare them for the future when they might meet different types of people. Discussions and training was successful to help staff understand why it was important to tackle these topics, even if they were not being experienced in the school.

“For me, the challenge has been engaging members of staff, who perhaps have the opinion that bullying is a term that is used too much, it's banded about. Very often they think this is what life is all about, get a grip it's not going to be all plain sailing, and so on. So one of my biggest challenges was trying to get across the impact and effect of bullying, to do that it's been best to use real life cases... quite upsetting instances and examples of students younger than ours that have taken their own lives, or gone to dramatic depths to stop what's happening to them. So when you provide staff with examples like that, such clear and concise examples, I don't think anyone can argue that they haven't got a role and a responsibility as an adult.” (Secondary school)

Case studies of anti-bullying practices

To follow are seven case studies, developed to provide examples of the practices used by schools to prevent and tackle bullying. It is hoped that these common themes and case studies will be helpful for schools and other interested stakeholders as they seek to address bullying.

Click on the link to go straight to the case study:

- [Case study 1: Whole school approaches to preventing and tackling bullying](#)
- [Case study 2: Approaches to challenging stereotypes and promoting equality and diversity](#)

- Case study 3: Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils
- Case study 4: Primary and secondary school approaches to preventing and tackling cyberbullying
- Case study 5: Approaches to preventing and tackling bullying for pupils with Special Educational Needs or Disability (SEND)
- Case study 6: Whole school approaches to preventing and tackling bullying
- Case study 7: Strategies for maintaining the anti-bullying momentum.
- Case study 2: Strategies for maintaining the anti-bullying momentum
- Case study 3: Preventing bullying in a multicultural school
- Case study 4: Approaches to challenging stereotypes and promoting equality and diversity
- Case study 5: Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils
- Case study 6: Primary and secondary school approaches to preventing and tackling cyberbullying
- Case study 7: Approaches to preventing and tackling bullying for pupils with Special Educational Needs or Disability (SEND).

Case studies: Approaches to preventing and tackling bullying

Case study 1: Whole school approaches to preventing and tackling bullying

Warden Park Primary Academy (Sussex)

School context

The school is part of the Sussex Learning Trust and is an average-sized primary school which has grown considerably in the last few years. The school has a diverse intake with a higher than national average proportion of pupils with disability and special educational needs; from a minority ethnic background; who have English as an additional language and who receive Pupil Premium. The school was rated as good by Ofsted at its last inspection in 2015.

A whole school review of behaviour and anti-bullying practices

Historically, the school identified a need to further improve behaviour and reviewed its practices and policies for behaviour and the prevention of bullying.

This began with analysing the school's physical organisation and logistics to establish where issues are most likely to occur and putting structures in place to minimise the opportunities. This included:

Ensuring lunch and break times are a positive experience for pupils, through:

Playground zoning with clearly defined areas for different activities such as sports areas, quiet areas for colouring, reading and board games, as well as the general play area. Staff are involved in showing pupils how to play games.

Maximising staffing at break and lunch times by placing as many staff as possible on duty. These staff are the children's teachers and TAs, so are known to the children.

Play leaders and peer mentors on the playground. These are specially trained pupils who provide support for pupils and staff and help to instigate games and play.

Prefects on duty in corridors, toilets, the dining hall and on playgrounds to encourage pupils to feel that the school is their community and it is their responsibility to make sure it is a nice place to be.

• **Investing in a pastoral support unit** comprising two full time pastoral mentors, which enables pupils who are struggling with their behaviour to

be supported outside of the classroom so that the learning of other pupils is not interrupted.

The school also developed a clear ethos and a proactive behaviour policy, which includes all aspects of behaviour and addresses bullying. Key to the school's approach are:

- **An ethos of kindness** which is constantly referred to and modelled by all adults and underpins everything across the school.
- **A focus on positive behaviours and growth mind-set** with the notion that the harder they try, the more successful they become, and that pupils can turn around their behaviour at any time.
- **Careful use of language** including defusing language and a clear view on what bullying behaviour is. The school is careful not to label pupils as bullies or say they did 'something terrible', but instead focuses on future behaviour and reinforcing the positives. *"It's about 'tomorrow is another day'. It's about 'we had a bit of a wobble today, but we have talked about it and we are ready to move on'."*
- **A quick response to any unkind behaviour or building tensions**, with staff talking to the pupils involved to help them understand how their behaviour might be perceived by others.
- **Clear sanctions supported by restorative practices** for both the victim and the perpetrator.
- **Working closely with parents** to address behavioural issues. The school have undertaken specific activity with staff, pupils and parents to embed this ethos and behaviour policy including:
- **Staff training** to ensure expectations of behaviour are modelled and staff have a consistent approach to tackling behavioural issues. This included training by an external coach on how to be kind and supportive and how to be 'the best version of me'. The local authority provided training on attachment disorder and what kinds of behaviours result from this. They also gave training on de-escalation which involved early identification of children's stress responses, both verbal and non-verbal

as well as how best to diffuse potential situations.

- **A programme of lessons, activities and assemblies** on a range of topics such as how to be kind, what it means to be different, what bullying is, indirect bullying and bystander behaviour. All aspects of bullying are regularly discussed through Personal, Social, Health and Economic education (PSHE) lessons. Classrooms and other spaces where children gather have clearly displayed behaviour ladders.

- **Parental involvement** with consultations each term, class assemblies and through day-to-day discussions at the start and end of the school day, reinforcing the message that *'kindness is everything'*.

"It took a bit of time to put structures in place and to get the 'buy-in' from all stakeholders. However, once established, the systems have become so embedded in everything we do and say. Kindness at all times is now an integral part of the ethos of our school'."

The school has systems for detailed logging of behaviour and monitors pupil and parent experiences and attitudes via surveys. The school has seen a vast reduction in incidents of poor behaviour since implementing the new policy and surveys show that the wellbeing of pupils is very good.

Newton Abbot College (Devon)

School context

The school is a larger-than-average sized 11-19 secondary academy, predominantly White British, with the number of pupils receiving pupil premium or having a disability or special educational needs below the national average. The school was rated as good by Ofsted at its last inspection in 2014.

Proactively embedding a supportive and caring environment

The college has developed a whole-school preventative approach to anti-bullying. They have been proactive in embedding an ethos that promotes pupils' caring for and looking after each other. They have implemented key activities and strategies focused on creating a

supportive and caring environment, promoting positive behaviours and actions, and increasing awareness of bullying and its impact. This includes:

- **Demonstrating a sharing and caring ethos** in all interactions within school e.g. how to greet people, helping others.
- **Vertical tutoring system** where pupils from all year groups are in each tutor group. This encourages younger pupils to build relationships with older pupils, helping to dispel fears about older pupils.
- **Two days of induction** for year 7 pupils delivered by prefects in which they talk about bullying and the expectations of them as pupils. This also incorporates a play about 'Sam's first day' focusing on a pupil experiencing different types of bullying. This is followed by a workshop that allows the new year 7 pupils to ask questions and discuss what they have seen in the play.
- **A focus on the impact of words** and providing pupils with examples of real life stories of bullying showing the impact it can have for the victim. For example, the college held an assembly in which they discussed a real life story of a girl who committed suicide due to being bullied.
- **Clearly defining bullying** to ensure that all pupils, and in particular new year 7 pupils starting at the school, are clear about the type of actions that are considered to be bullying, and avoid misunderstanding and false allegations by pupils or parents.
- **Use of a confidential online reporting system** which allows pupils to send anonymous messages, via a 'Confide' icon on all school computers, to a senior pastoral member of staff if they have any worries or issues about school or home, or are worried about someone else. The tool is used to report bullying, but also as a safeguarding tool.
- **Promotion of 'THINK'** (T – is it true? H – is it helpful? I – is it inspiring? N – is it necessary? K – is it kind?) via a poster displayed in every tutor group, to encourage pupils to think about what they say before they say it.

- **Keeping pupils 'busy'** through offering a range of extra-curricular activities at lunchtime and after school, aiming to minimise potential behavioural and bullying issues and encouraging pupils to build relationships with those from other year groups. The college has also established a number of support mechanisms to both prevent bullying and react to incidents as soon as possible. This includes:

- **Pupil-led anti-bullying team and Ambassadors (supported by prefects)** with multiple roles related to anti-bullying, including producing posters to display around school and providing training for new Anti-Bullying Ambassadors. Prefects stand at the school gates every morning to check how pupils are and to alert student support if they notice anything that may be useful.

- **A buddy system** where pupils are paired up with other pupils who have had similar experiences to provide support and friendship. The college have found this to have a positive impact on pupils, particularly on their confidence.

- **A non-teaching student support team** which allows action to be taken quickly if any issues arise as they do not have to wait for staff to finish teaching.

- **Parent support evenings** to equip parents with appropriate resources to deal with issues their children may be facing, including bullying in general and specific types of bullying (e.g. cyberbullying).

In 2016, the college was chosen as one of only three schools and colleges nationwide to be awarded the status of 'Showcase School' by the Diana Award, a charity set up as part of the legacy of Princess Diana to reduce the instances of bullying in education environments. A showcase film¹¹, made by The Diana Award, explains the work that goes into the College's anti-bullying programme each academic year.

¹¹ Newton Abbot College showcase film

<https://www.nacollege.devon.sch.uk/students/anti-bullying> 23

Case study 2: Strategies for maintaining the anti-bullying

momentum

Burton-upon-Stather Primary School (Lincolnshire)

School Context

The school is an average-sized primary school and pupils are predominantly of White British heritage. The proportion of pupils with a disability and those with special educational needs is broadly average. The school was rated as good by Ofsted at its last inspection in 2013.

Continuous preventative strategies

The school believes that keeping a focus on kindness and anti-bullying throughout the year is key for ensuring the number of bullying incidents at the school remains very low - *“we definitely try to prevent issues before they arise through constant reminders.”*

The school has an ethos of ‘it’s cool to be kind’ and has worked with The Diana Award to develop a wide range of anti-bullying practices, including:

- **A high visibility ethos** using posters and signs across the school promoting their ‘cool to be kind’ policy and a sign clearly explaining what constitutes bullying.
- **‘Buddy and Benny’ anti-bullying characters** utilised to help pupils talk about their worries and are built into anti-bullying lessons. The characters are present on the school website and there are large stickers of the characters on the school walls to ensure they are highly visible. Pupils can email Buddy and Benny if they have any questions or concerns, and the message is sent to the senior leadership team so they can take appropriate action.
- **Anti-Bullying Ambassadors** are pupils who are trained to support the school with tackling bullying. Ambassadors are highly visible through different coloured school tops and badges.
- **Achievement assemblies** held every Friday, where Anti-Bullying Ambassadors hand out a ‘cool to be kind’ certificate to one child in each

class for something kind they have done that week. The awarded pupils wear a smiley T-shirt for the day and have access to a special play area.

- **Anti-bullying assemblies** delivered every half term, each focusing on a different topic. In addition to addressing types of bullying, the sessions also cover topics such as being safe, being kind, friendships, diversity and values.

- **Dedicated anti-bullying lessons** are planned into the PHSE curriculum. 24

- **Dedicating time to anti-bullying** with responsibility allocated to a member of senior leadership who ensures it remains on the staff meeting agenda every week.

In the summer term, the school had a 'Cool to be kind day', a full day of activities for the whole school, including:

- **Kindness welcome** where Anti-Bullying Ambassadors welcomed pupils and their parents coming into school with a flower for the parent and a joke for the pupil, to make them smile *"Getting parents involved had a massive impact, we were flooded with positive comments from parents on our Facebook page."*

- **Kindness assembly** attended by the whole school in the morning to start the day, developed and delivered by the Anti-Bullying Ambassadors.

- **Kindness pledge** made by all pupils to do something kind that day, such as making a drink for their parent or carer, helping with their siblings or making sure that nobody is left out at playtime and everyone is having fun.

- **Compliments notepad** where every pupils name in the class is written on a page. and pupils wrote secret compliments about each other These were then distributed back to the class at the end of the day.

- **Recipe for kindness** comprising sweets labelled as different elements

of kindness. Pupils chose which elements of kindness they wanted to include and wrote down the 'ingredients' they had chosen in the form of a recipe.

- **Random acts of kindness** that were suitable for children to do in school were written on pieces of paper by staff. Pupils selected a piece of paper and their challenge for the day was to complete that random act of kindness.

- **Being kind to our planet** by watching a video about looking after the planet and then writing down or drawing pictures of their own ideas on how to be kind to the planet.

- **Worry balloon release** to 'let their worries go'. Pupils wrote their worries on a balloon and released them. **Highfield Middle School (Northumberland) School Context** The school is a smaller than average-sized secondary school for 9-13 year olds. Pupils are predominantly White British with a below-average number of pupils receiving pupil premium or having a disability or special educational needs. The school maintained its good rating at its latest short inspection by Ofsted in 2018.

Maintaining a proactive approach

The school has worked hard to ensure that all pupils are aware, from the first day they join the school, of their joint responsibility to prevent and tackle bullying. The school employs a range of strategies throughout the year to keep anti-bullying at the forefront, including:

- **An anti-bullying pledge signed by all pupils** in the first week of the first term. The pledge outlines what pupils can expect as a member of the school and also pupils' responsibilities to report bullying if they see it occurring.

- **An 'Auntie Bully' cardboard cut-out mascot** which is moved to different locations around the school. The mascot features heavily during Anti-Bullying Week, but is also used throughout the year as a visual reminder to pupils that the school is an anti-bullying school. *"We move her round the school, in all sorts of places like the toilets and the*

corridors...It has been really effective with key stage two pupils... We recognise that it has to be constant, it has to be visual.”

- **‘Bully’ and ‘Sorry’ boxes** where pupils can anonymously post notes to report any incidents of bullying or make an apology. The boxes also give the school a valuable insight into the types of incidents that are happening.
- **Weekly Peer Mentor meetings** to discuss any issues or planned anti-bullying activities. The meetings are structured with an agenda and minutes are taken to ensure they are actioned and effective.
- **Full school assemblies planned through the year** on a range of anti-bullying topics to maintain a high profile.
- **Threading anti-bullying content into the PSHE curriculum** to ensure it is regularly taught to pupils throughout the year.
- **Specific rewards for positive behaviour** in addition to school awards and house points systems. Whenever pupils engage in positive and helpful behaviours such as supporting another pupil through an issue or reporting a bullying incident, they are rewarded with a ‘jewel’, which is added onto a display board in their class. *“It’s an extra incentive based on being a nice person.”*
- **Targeted anti-bullying campaigns** such as ‘Be A Hero’, which encouraged pupils to ‘be a hero’ and report bullying. The campaign aimed to combat the mind-set that if a pupil tells someone about bullying they are a ‘grass’ or a ‘snitch’.
- **Regular anti-bullying staff meetings** conducted at least once a term, sharing any training courses that staff have been on and to discuss any incidents, ensuring all staff are kept informed about important school issues.
- **Bullying incident flow charts** to show clearly what action staff should take for different types of incidents, such as logging and escalation procedures.

- **Regular parent sessions** to provide up to date advice and guidance, in particular keeping parents abreast of online trends and how they can help their children to stay safe online.

Case study 3: Preventing bullying in a multicultural school

Woodside High School (London)

School context

The school is a smaller than average secondary school in Tottenham; very multicultural and diverse, with over fifty languages spoken by pupils in the school and 85-90% of pupils having English as an Additional Language. The school has a large proportion of Turkish/Kurdish and Black Caribbean/African pupils. The school was rated as ‘outstanding’ by Ofsted at its last inspection in 2014.

Embedding shared school values

With a diverse pupil cohort, the school stated that they were very aware of the potential impact of pupils’ different cultural backgrounds, including experiences, views and words they may use. To prevent bullying, the school has:

- **Developed a set of shared values** agreed by pupils, staff and families and which underpin all aspects of school life including policies on bullying and behaviour.
- **Focused on challenging discrimination and prejudice stemming from the diversity of cultural backgrounds** including tackling the use of language which although not always direct racism, could be perceived as racist.
- **Developed a home-school agreement** which pupils and parents sign-up to on admission to the school, wherein they agree to uphold the school values. This agreement recognises the cultural differences within the school, whilst setting out clear consequences if pupils do not uphold the school’s values. *“It’s really about having a really clear and consistent policy, zero tolerance but also celebrating diversity and what*

that brings to the school and to society.” **Celebrating diversity** The school has placed a strong focus on education and raising awareness of different cultures and backgrounds, developing a thorough programme based around their values and focusing on celebrating different aspects of diversity, for example:

- **Celebrating Black History Month**, inviting speakers into school and developing specially tailored assemblies, with a focus on different black
- **Looking at the impact of racism** throughout history and current events. Key historical events and issues such as apartheid are taught across the curriculum in subjects such as History, Geography, English and PSHE. It is also covered through whole-school events such as Black History Month, where students speak about issues which are important to them. Extremism is studied in History, PSHE and English where students are encouraged to consider issues such as the rise of the far-right, racism and the impact that this continues to have on society.
- **International evenings** allowing pupils and families to celebrate different cultures and dress and celebrate their identity.
- **Engaging with external agencies** around equality and diversity issues, including Safer London and the Anne Frank Trust. **Involving pupils** The school has been instrumental in giving pupils ownership of resolving issues around equality and diversity. Pupils are actively involved in setting sanctions and the consequences of bullying, mentoring and providing training to school staff. Key ways in which pupils have been actively involved include:
 - **Facilitation of equality and diversity training sessions** led entirely by pupils and attended by all school staff. Pupils spoke about incidents of racism they had experienced, with the aim of generating discussion and ideas for how such incidents could be managed by the school. *“Student voice is key to the success and impact of the initiatives at Woodside. The staff training session came entirely from the students and for us to hear from them what they were experiencing was incredibly powerful. It had a considerable impact across the school. Staff responded to the direct testimony of students in a way that was felt far more deeply than if it was a message communicated on their behalf from Senior Leadership*

Team." • **A year 11 pupil behaviour panel** which has been instrumental in reviewing the school's policy on bullying including looking at racism and agreeing sanctions. • **A strong peer mentor programme** where year 10 pupils are allocated pupils in younger year groups to mentor. A key focus of the training given to mentors is on bullying and how it can be tackled. The school has found that anything student informed or student led around behaviour and expectations has been instrumental in getting pupils to 'buy-in' to the approach.

Responding to issues

The school is proactive in dealing with issues of pupils using inappropriate language or terminology associated with particular cultures or backgrounds of students. This has included:

- **A focus group of Somali pupils** to explore the type of bullying and prejudice they experienced. The outcomes from the focus group were shared with staff throughout the school to increase awareness of potential bullying against this group of pupils, to ensure it was identified and dealt with quickly.
- **Identifying and supporting 'at risk' pupils** during the transition from primary school, by facilitating additional transition days to clearly establish their needs prior to starting at the school. In year 7, these pupils are involved in a six-week programme that covers different types of bullying and the impact of bullying. This is delivered in the school's wellbeing room, a therapeutic space in which pupils can be supported by a trained psychotherapist. The school has also considered the impact of pupils' physical environment. They specifically plan their tutor group allocation in year 7 to ensure that they are as ethnically diverse as possible. As a large and growing school, they have also introduced split lunchtimes, which has helped to minimise bullying as there are fewer pupils at each lunch break, resulting in more space for pupils and more opportunities for activities. The school has a clear and consistent 'zero tolerance' approach to dealing with any form of prejudice or discrimination. Key features of their approach include:
 - **A clear hierarchy of sanctions** set out to all pupils and informed by

the year 11 behaviour pupil panel. *“Anything that is student informed or student led, particularly around behaviour and expectations, if it’s coming from the students it’s much easier to get their buy in.”*

- **Provision of appropriate support and intervention for perpetrators and victims** such as counselling, or involvement with the school’s therapeutic behaviour unit providing education alongside sanctions.
- **Using a restorative approach** by giving the victim of the bullying the opportunity to explain the impact of the incident on them and giving the perpetrator the opportunity to explain the impact of the incident on them and providing them with the opportunity to apologise.

Case study 4: Approaches to challenging stereotypes and promoting equality and diversity

All Cannings Church of England Primary School (Wiltshire)

School context

The school is a small primary serving a rural area. The vast majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school was rated as outstanding by Ofsted at its last inspection in 2009.

Promoting positive attitudes to diversity

The school promotes positive attitudes towards diversity with the aim of instilling them for life. It is proactive in its approach to tackling bullying.

A regular programme of education and experiences is implemented to increase empathy and broaden pupils’ understanding of different children’s needs, types of families and cultures - even if they are not present in the school or the local area.

The school promotes diversity through:

- **The Personal, Social, Health and Economic (PSHE) education curriculum** with specific sessions focusing on certain topics such as

different types of families (e.g. two fathers), prejudice (e.g. racism) and bullying. Positive behaviour and making good choices are recurring themes.

- **A regular programme of visitors** over a two-year cycle and tailored to key stage. The programme is flexible, enabling the school to adapt in response to events, such as a new pupil with specific needs joining the school, or events in the news. This keeps diversity high profile but in a low-key manner.
- **Utilising outside agencies** to support in house expertise and get messages across in different and impactful ways (e.g. Zero Tolerance, Anti-Bullying Alliance).
- **Real life experiences** provided through links with schools in Greenwich and France to enable pupils to visit each other and help them to develop empathy and understanding about children from other cultures and backgrounds. *“Whilst it’s wonderful what you can do on a white board or see on YouTube and there’s lots of resources provided by commercial companies and charities that are fantastic, you can’t beat first-hand experience of real people, child to child, that’s hard to replicate.”*

Ash Manor School (Surrey) School context

Ash Manor School is an average sized secondary school¹². Most students are White British, and around 12% are from Gypsy, Roma and Traveller backgrounds. There are a small proportion of pupils who have English as an additional language. The school received an Ofsted rating of good in its last short inspection in 2017.

Challenging stereotypes

The school prides itself on being inclusive, with a clear vision, values and expectations of pupils – integrity, respect and resilience. With a pastoral team of eight, they have focused on understanding pupils as individuals and allowing them to be individuals.

The school has worked to challenge stereotypes, supporting pupils to

understand and respect those from different backgrounds and communities, with the aim of reducing bullying and increasing cohesion. Specifically, the school has undertaken work to increase understanding of Gypsy, Roma and Traveller (GRT) communities. The focus of the work has been on reducing the isolation of this group of pupils within school, reducing incidents of bullying and building relationships with GRT families attending the school. This included:

- **Challenging both GRT and non-GRT pupils' use of derogatory language** such as 'pikey' and 'gorger'. Whilst the school recognised that the term 'gorger' is not classed as offensive, they discussed with pupils how it was being used in a derogatory manner and therefore was inappropriate.
- **Training staff to understand the cultural backgrounds** and norms of the GRT community to better understand pupil behaviours and attitudes.
- **Employing a parent from the GRT community** as a key worker to act as an intermediary and build relationships between the school and GRT pupils and parents. This helped GRT pupils and parents to feel more comfortable talking to the school and to be more trusting of feedback from the school. *"You can stop a lot of bullying by making sure they [pupils] are more tolerant and respectful of other people's beliefs and cultures and disabilities. What you want is children to not bully because they choose not to do it, because they know it's the right thing to do, not because they have been told not to do it. And that is really our mantra."* ¹² As described in an Ofsted report.

The school has also established a wider approach to tackling stereotypes, including using tutor time and 'drop-down' Personal Development Days to discuss attitudes and prejudices which may result from what pupils hear in the media. Alongside this, three years ago, the school became a restorative practice school as part of the Learning Together Project.¹³ Every incident of bullying now results in a restorative practice session.

"Basically, it's giving the victim a voice, if you sit face to face with the

person who is horrible to you, and say this is how you have made me feel, it has so much more impact than throwing a consequence at the perpetrator.”

Bradford College (West Yorkshire)

College context

Bradford College is a further and higher education college in West Yorkshire, with approximately 25,000 students offering a range of full and part-time courses. The college received a good Ofsted rating in its last inspection in 2014.

Challenging stereotypes and promoting equality and diversity

The college has established a value-based, whole college approach to challenging stereotypes and promoting equality and diversity. The college wanted to develop a broader approach to the government’s Prevent strategy, and has established some United Values, specifically focusing on unity, dialogue, understanding and critical thinking. United Values is intrinsic to all aspects of college life and is a move away from the terminology of ‘bullying’, instead focusing on respect, encouraging positive behaviours and emphasising the richness (in terms of a diverse student cohort) of the college environment.

“The messages we get across are mutual respect, individual liberty, the fact that we all have freedom to do things but that if you break the law your freedom is taken away. We talk about respecting the law and rules, equality and diversity, challenging stereotypes, nurturing respect, that if you give respect you get it back.”

The college has embedded their United Values approach through:

- **Providing United Values training to college staff and progress coaches¹⁴** through the induction process, alongside safeguarding and Prevent training to equip staff to identify and deal with issues.

¹³ Led by University College London Institute of Child Health ¹⁴ Coaches who work with students on their progress

- **College resources on how to manage and prevent stereotyping** as well as resources to aid implementing United Values in the classroom (e.g. lesson plans, five-minute videos, handouts).
 - **Progress coaches delivering United Values** to their students.
 - **Posters in classrooms** explaining what each of the values are; reinforced by tutors. The college has put in place specific student and staff initiatives and support focused on challenging stereotypes and encouraging positive behaviours. This has included:
 - **Workshops on the use of derogatory language** where staff talk to students about where certain derogatory terms originated from, with the aim of educating students.
 - **Involvement in the national White Ribbon campaign** and the appointment of 10 male student ambassadors promoting standing up to domestic violence against women; involving informal education through group activities and flash mobs¹⁵.
 - **A student base** in the foyer area of the college where students can talk to staff about any issues they are facing or have heard.
 - **Unity and Diversity Learning Walks** carried out by the Programme Area Leads with support from the Curriculum Diversity/ Prevent Lead; where lessons are observed for student behaviour, teachers' level of rapport with students and relationships between students.
 - **Embedding United Values into schemes of work** with training and resources on implementing United Values in the CPD provided for staff.
- Student behaviour has improved in the college and staff feel that the whole culture of the college has changed. Student evaluations show that they feel safe, that the college promotes equality and diversity and they feel that United Values works to challenge negative behaviour. ¹⁵ A flash mob is generally known as a group of people who assemble suddenly in a public place, perform an unusual act such as a dance, then quickly disperse. At the college, music is played over the public address (PA) system, everything in college stops and staff/students do a

dance or “*their own thing*”.

Case study 5: Improving preventative practices and support for LGBT (Lesbian, Gay, Bisexual, Transgender) pupils

Temple Moor High School Science College (West Yorkshire)

School context

Temple Moor High School Science College is a larger-than-average sized 11-18 secondary school with a science specialism. The large majority of pupils are White British and the number of pupils receiving pupil premium or having a disability or special educational needs is above the national average. The school maintained its good rating at its latest short inspection by Ofsted in 2017.

Preventative practices to tackle homophobic, biphobic and transphobic bullying

In 2015, the school began working in partnership with the Barnardo’s Positive Identities Service to tackle homophobic, biphobic and transphobic (HBT) bullying. Whilst the school had not identified any significant issues with this type of bullying, they recognised the value in improving their preventative practices and support for LGBT pupils.

The year-long programme incorporated:

- **An introductory assembly** to pupils and staff to explain the programme, plus sessions with parents and governors.
- **Lesson plans focused on different sexualities incorporated into timetabled PHSE lessons** and tailored by year group, to ensure each pupil received at least 2 hours of teaching these subjects.
- **Staff training** on how to deliver lessons, what to do if a pupil confides in them and next steps to support pupils.
- **Additional assemblies across the year** to reinforce learning, and celebration of events such as Pride.

- **A review of the anti-bullying policy** to encompass LGBT bullying specifically and mechanisms by which students could discuss and be supported with their sexual identity.
- **Drop in sessions and a games club** to provide a place where pupils can talk to someone about their sexuality and be comfortable with like-minded people. The programme was highly visible and promoted to pupils and parents via the school website, leaflets and posters around the school, letters and email communications. *“They were as keen as we were that it wasn’t just a one year fix...There’s a massive legacy in terms of what they have achieved.”*

Although the programme has now been completed, the school has maintained a number of initiatives developed with Barnardo’s and continues to review and adapt its practices to ensure incidents remain low.

In addition to the work with Barnardo’s, the school developed its own initiatives to prevent and tackle all types of bullying, including pupil anti-bullying mentors, regular assemblies tailored to year group on bullying and topics such as empathy and kindness, posters promoting the school’s in-house support services, and a combination of sanctions and restorative practices for tackling bullying incidents when they occur.

The school reported an increased atmosphere of acceptability and reduced stigma for LGBT pupils and this has allowed more pupils to feel comfortable discussing their sexual identity. LGBT related incidents have reduced from 14 before Barnardo’s worked with the school to one per year over the last two years. The school also reports that the number of general bullying incidents has reduced significantly in the last two years.

Wyedean School and Sixth Form Centre (Gloucestershire)

School context

Wyedean School and Sixth Form Centre is an average sized secondary academy. The school is predominantly White British and the number of pupils receiving pupil premium or having disability or special educational needs is below the national average. The school maintained its good

rating at its latest short inspection by Ofsted in 2018.

Supporting LGBT pupils

In addition to its wider anti-bullying activity, the school has put in place a number of specific practices to ensure that transgender pupils feel comfortable and supported. This includes:

- **Staff training** about gender identity and sexual orientation conducted by Education Action Challenging Homophobia (EACH), specifically focussing on the language used by pupils and ensuring all staff feel confident and knowledgeable.
- **Ensuring facilities such as toilets and changing rooms are safe and accessible for all pupils** regardless of their gender identity, by installing some gender neutral toilets, introducing mixed gender physical education lessons and ensuring there is a place for transgender pupils to get changed.
- **Ensuring equal access to opportunities** by proactively identifying and tackling potential obstacles. For example, ensuring all pupils regardless of their gender identity feel comfortable and safe on foreign exchange trips, by working closely with pupils, parents and foreign exchange companies to ensure any potential issues, such as sleeping arrangements, are resolved.
- **Establishing an LGBT steering group** of staff and pupils who meet weekly and support the senior leadership team with activity planning, reviewing PHSE lessons, providing assemblies and prioritising communications with staff.

Highfield Middle School (Northumberland)

School context

Highfield Middle School is a smaller than average sized secondary school for 9-13 year olds. Pupils are predominantly White British with a below-average number of pupils receiving pupil premium or having disability or special educational needs. The school maintained its good rating at its latest short inspection by Ofsted in 2018.

LGBT inclusivity, equality and diversity

The school has worked with a number of support organisations including Stonewall, Diversity Role Models, Trinity Youth Project and the Tavistock & Portman Gender Identity Development Service to develop a range of practices to support transgender pupils and educate all pupils about different sexualities, including:

- **Promoting an ethos of openness and inclusivity** which recognises that everyone is individual and that everybody needs to feel comfortable to be themselves.
- **Updating anti-bullying and safeguarding policies** to ensure they are inclusive of different types of families rather than focusing on specific types of bullying. Policies are reviewed annually by governors, staff and pupils.
- **Establishing a pupil-led equality and diversity panel** to provide support and education to other pupils in the school. The panel conducted research and delivered an assembly on different sexualities, ensuring that no one pupil was singled out.
- **Putting young people in contact with other young people exploring their gender identity** to provide support for the pupil and their family, and for pupils and staff in the wider school. The school noted that speaking to *“the people that are real, that can talk about their experiences of bullying and how they have overcome those problems, they have the most impact on young people.”*
- **Developing a transgender toolkit** for schools through work conducted with their local authority. The toolkit contains a PowerPoint presentation for staff and governors on what transphobia is, and how it can be tackled within schools and the community, plus a simple flowchart of actions for transphobic incidents.

Case study 6: Primary and secondary school approaches to preventing and tackling cyberbullying

Waterloo Primary School (Merseyside)

School Context

The school is a larger than average-sized primary school with a high proportion of pupils with special educational needs or disabilities. Most pupils are White British and the proportion of disadvantaged pupils and those who are in the care of the local authority is high. The school was rated as “good” by Ofsted at its last inspection in 2016.

Recognising and supporting pupils’ safe internet use

A number of years ago the school conducted an anonymous pupil survey linked to ‘Safer Internet Day’ (SID)¹⁶. The survey established that the number of pupils with access to tablets, interactive gaming and social media from a very young age was much higher than they had expected. Whilst the school had previously focused on telling pupils what they should not be doing online, they recognised that, if pupils are going to use the internet, interactive gaming and social media, there was a clear need to educate both pupils and parents on how they can do so as safely as possible.

“It’s about not being afraid of it [the internet]. It was hard at first, thinking gosh

we are really dealing with that with such young people. But there’s no point in putting your head in the sand, it’s out there... I can’t stop them accessing it, but I can make sure that they are as safe as they can be.”

Strategies used by the school include:

- **Parent information sessions about online safety** which are run regularly and at different times to maximise their reach, covering topics such as how to protect their child’s online profile, how to control the pop-up adverts which are seen, giving examples of the dangers children can face online and signposting to relevant websites.
- **Parent resources on the school website** signposted via push notifications through an App to parents’ phones and through the school newsletter. ¹⁶ Safer Internet Day is organised by Insafe in February

each year. Insafe is a European network of Safer Internet Centres (SICs). Every national Centre implements awareness and educational campaigns, runs a helpline, and works closely with youth to ensure an evidence-based, multi-stakeholder approach to creating a better internet. The UK's centre is 'The UK Safer Internet Centre'.

- **Encouraging pupils to develop an online social conscience** through discussing with pupils how online statements can make others feel. *"If you wouldn't say it in real life or to someone's face, you should not say it online."*
 - **Contacting social media organisations** such as Facebook, to understand social media privacy settings and how pupils can best protect themselves.
 - **Utilising Child Exploitation and Online Protection (CEOP) training and resources**¹⁷ tailored by age and ability and cascading CEOP training through all staff.
 - **Ensuring all pupils know how to report incidents** including how to take screenshots of conversations and to identify trusted people to report any incidents to.
 - **Restorative practice sessions to tackle cyberbullying incidents**, bringing victims and perpetrators together to discuss face to face the impact of cyberbullying or being unkind online. *"It's very easy to do something in an instant and not think about how you would feel if on the receiving end. If you present them with it and put them in that situation so that they are empathising and see the impact on other person, that's powerful."*
 - **Utilising the local police service** to speak to individuals or conduct class sessions to highlight the potential seriousness of cyberbullying.
- Wydean School and Sixth Form (Gloucestershire) School Context** The school is an average sized secondary academy. The school is predominantly White British and the number of pupils receiving pupil premium or having a disability or special educational needs is below the national average. The school maintained its good

rating at its latest short inspection by Ofsted in 2018.wil **Preventing and tackling online issues** The speed of change in technology and social media is a key challenge for secondary schools. The school has developed a number of strategies for educating pupils about cyberbullying and online safety, and tackling incidents when they occur, including: ¹⁷ Thinkuknow Resource Library <https://new.thinkuknow.co.uk/professionals/resources/> 39

- **Recognition that pupils want to have and use mobile phones.**

Whilst the school does not ban the use of mobile phones in school it has a clear mobile phone policy outlining where, when and how they can be used and a hierarchy of sanctions for those who break the rules. Whilst this approach was effective for Wydean School and Sixth form, other schools with different policies on the use of phones may find their approach to be equally as effective.

- **Early identification of online trends** through engaging with their Local Authority and organisations such as CEOP, in particular to keep up to date with rapidly changing social media trends. These changes are updated regularly in their cyberbullying and online safety policies and teaching programme, and are shared with parents via the school's parent zone on their website.

- **Regular coverage of online safety and cyberbullying** through assemblies and embedded into the PSHE curriculum. PHSE is delivered by all staff in the school, which ensures all staff are engaged with its content.

- **Working collaboratively** with other local schools and local police forces, sharing information and ensuring pupils from different schools who live in the same area are receiving the same messages and education.

- **Responding quickly to incidents** to ensure they do not escalate. The incident is discussed with the pupils involved to establish what has happened and pupils are advised to keep records of all messages and take screenshots.

- **Early engagement with parents** as soon as an incident occurs. Parents are invited into the school to ensure issues can be discussed fully and both sides of the conversation shared. *“It’s really important to get the parents into school...getting them in a room for a discussion with the child, to discuss the evidence and to get the full picture.”*
- **Continued support** for pupils after incidents occur, talking to both the victim and the perpetrator to ensure things do not escalate again.
- **Supporting pupils with all incidents** as even if they occur outside school, the impact can be felt inside school. The school provides advice and support for both pupils and their parents and signposts to local police services.

Case study 7: Approaches to preventing and tackling bullying for pupils with Special Educational Needs or Disability (SEND)

All Cannings Church of England Primary School (Wiltshire)

School context

The school is a small primary serving a rural area and the vast majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school was rated as outstanding by Ofsted at its last inspection in 2009.

Supporting, engaging and empowering pupils

The school promotes positive attitudes towards diversity with the aim of instilling them for life. It is proactive in its approach to tackling bullying.

The school employs a variety of strategies designed to support, engage and empower all pupils, and in particular those with special educational needs or disability (SEND).

Strategies include:

- **In-house psychotherapy expertise** within the school support team, particularly for working with pupils with SEND or those who have been the perpetrator or victim of bullying behaviour.

- **Kizzy the school dog** who is situated within the support team office and pupils are encouraged to ‘tell it to Kizzy’ to help them talk about any concerns they may have. Kizzy also has a therapeutic role in PHSE lessons and for SEND pupils, helping them to build trust, empathy and self-esteem.
- **Highly vigilant staff** who identify and deal with issues quickly, check in with worry busters after each break and follow up with class teachers. All staff have Prevent training.
- **Individual behaviour plans** for pupils who need additional support, working with pupils, parents and staff to develop understanding and empathy and to help pupils adapt their behaviour. *“Whilst they need to know it’s not acceptable they also need to know how to adapt their behaviour. It fits in with building empathy, helping them to understand ‘I shouldn’t be doing this because it’s not right’.”*
- **Pupil ‘worry busters’** on the playground at break and lunch times. Any pupils who have worries or concerns, or who are experiencing unkind or bullying behaviour can report this to a ‘worry buster’ who will talk through what has happened and direct them to their next step, such as which member of staff to speak to.
- **Pupil versions of behaviour and anti-bullying policies** ensuring policies have a child’s perspective and are pictorially accessible for non-readers and those with Special Educational Needs.
- **Pupils delivering anti-bullying sessions** ensuring they come from a child’s perspective.
- **Focusing on the positives** through reward systems which include attitudes and behaviours as well as achievements *“All behaviour is recognised, valued and celebrated just as much as winning in football or getting ten out of ten in a test.”* **Hope School (Merseyside) School context** Hope School is a special school for boys aged 5-13 years with Social, Emotional and Mental Health Difficulties (SEMH). Most pupils are eligible for pupil premium and almost all have a statement of special educational needs or an Education, Health and Care plan. Many pupils

have additional needs or learning difficulties. Pupils have often attended many other schools and many arrive at the school mid-year. The school was rated as outstanding by Ofsted at its last inspection in 2014. **An attachment friendly approach** The school has a non-exclusion policy and employs attachment friendly practice¹⁸, which fosters warmth with high boundaries so that all pupils can achieve to their full potential. The school has a number of strategies for encouraging positive behaviours and tackling incidents if they occur, including:

- **Developing pupils' intrinsic motivation to learn and do well** rather than relying on external controls, such as rewards and sanctions.

Promoting an ethos of respect for all through achieving the Rights Respecting School Award (Level 1)¹⁹. Achieving the Award has helped pupils to create a safe and inspiring place to learn, where all pupils are respected, their talents are nurtured and they are able to thrive. ¹⁸ Attachment friendly practice uses the findings of neuroscience, in particular understanding attachment and trauma, to support children to thrive and fulfil their potential. ¹⁹ The Rights Respecting School Award (Level 1) is granted by Unicef UK to schools that show good progress towards embedding children's rights in their school's policy, practice and ethos.

Fundraising activities and events for organisations such as Alder Hey Children's Hospital, Alzheimer's Society, Guide Dogs for the Blind and the Anthony Walker Foundation, to encourage pupils to develop greater empathy for others. *"They love fundraising, it's been a big thing in our school."*

Restorative practices with a 'no blame' policy when incidents occur. Each pupil is given the opportunity to talk in turn with no interruptions, to understand the reasons behind unkind behaviour and to help pupils take ownership through seeing the impact of their behaviour on others first hand.

'Check-in/check-out' is used as part of their restorative approaches when incidents have occurred. Staff talk with each of the pupils first thing

in the morning and as they are leaving at the end of the school day to check how they are feeling and if any issues have arisen during the day.

Providing access to training for parents and carers including training on attachment and trauma, parenting skills and behaviour strategies.

Annex 1: Participating schools

All Cannings Church of England Primary School (Wiltshire) Ash Manor School (Surrey) Bradford College (West Yorkshire) Burton-upon-Stather Primary School (Lincolnshire) Highfield Middle School (Northumberland)

Hope School (Merseyside) Newton Abbot College (Devon) Oasis Academy Lister Park (West Yorkshire) Temple Moor High School (West Yorkshire) Warden Park Primary Academy (Sussex) Waterloo Primary School (Merseyside) Wellingborough School (Northamptonshire) Woodside High School (London) Wyedean School and Sixth Form Centre (Gloucestershire) Yeo Moor Primary School (Somerset)