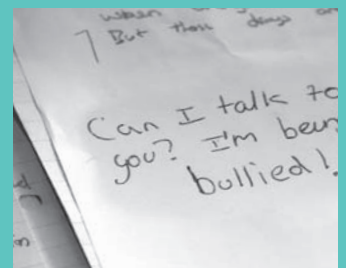




Safe to Learn



Safe to Learn: Embedding anti-bullying work in schools

**department for
children, schools and families**

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ANTI-BULLYING: Guidance

Ministerial foreword

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers.

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Schools need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice-driven bullying and cyberbullying. Schools, with the support of parents, the wider community, the local authority and young people themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach helps schools to safeguard the well-being of their pupils

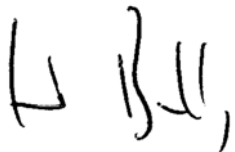
and staff as well as playing their part in creating a society in which we all treat each other with dignity and respect. When bullying does occur schools need to respond promptly and firmly. They need to apply disciplinary sanctions. They need to work with bullies so that they are held to account for their actions and accept responsibility for the harm they have caused. They need to, as well, support those being bullied.

This guidance sets out what the law says Children's Services Authorities and schools should do about bullying, in order to promote the well-being of young people and ensure they stay safe. It describes how schools should use the principles of the Anti-Bullying Charter, and the steps they need to go through to create and implement a whole-school anti-bullying policy. It flags up the importance of recording and reporting incidents of bullying. It also provides advice on how to address staff training and development needs, so that they can deal with bullying confidently and effectively.

This guidance covers both how schools should tackle bullying in general and how schools can respond to the different kinds of bullying, such as cyberbullying, homophobic bullying and racist bullying. We intend to develop further specific guidance on how to tackle the bullying of children with special educational needs and disabilities. Together they will

form a comprehensive suite of guidance on how to tackle all forms of bullying, and to promote diversity and respect for others within our schools.

With this guidance, we are sending a strong message to all that bullying is not acceptable in our schools. We have, for many years, encouraged children not to “suffer in silence”. We have had some successes but we need to build on what has gone before. I am calling now for a step change in our anti-bullying activities so that all school staff and pupils have the tools and confidence they need to prevent and tackle bullying whenever and wherever it occurs and confidence in the readiness of local authorities, the community and parents to support them in this. I call on each of you to take up this challenge and ensure that your own schools become safer places to learn.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

The Rt Hon Ed Balls MP

Secretary of State for Children, Schools and Families

Executive summary

1. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

2. The Government has therefore made tackling bullying in schools a key priority and is clear that all forms of bullying must not be tolerated and should always incur a disciplinary sanction. No-one should suffer the pain and indignity that bullying can cause.

3. We do not have hard information about the scale of bullying in our schools and in communities. We know, however, from opinion surveys that bullying is a top concern for parents and children and young people, and that the misuse of new technology has provided new and particularly intrusive ways for bullies to reach their victims. There is also evidence that a substantial amount of bullying is fuelled by prejudice – racial, religious, homophobic – and against children with special educational needs or

disabilities or who are perceived as different in some way. We all have a shared responsibility to support schools in preventing and tackling bullying of all kinds and whatever its driver in order to protect the well-being of some of the most vulnerable young people and to promote stronger communities in which diversity is valued and the weak protected.

4. Bullying may be defined as "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally". However, schools will wish to involve the whole school community in agreeing the definition of bullying that will be used in their own anti-bullying or behaviour policy. By involving pupils, parents and staff in agreeing the definition, the school will secure greater buy-in for its overall policy and its strategies to tackle bullying. It is important that in primary schools the definition is suitably child-friendly and accessible.

5. Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or

sexual bullying.

6. Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. This guidance provides an overall framework for schools in managing all types of bullying behaviour. It also includes advice on more specific types of bullying.

The Law

7. There are various legal requirements on and powers for schools that relate to bullying. These are detailed in section 2 of the guidance. In particular, the Education and Inspections Act 2006 requires that head teachers **must** determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils".

8. The law empowers head teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.

How to create and implement a whole school anti-bullying policy

9. The Department recommends that schools use the principles in the *Bullying – A Charter for Action* document to develop their anti-bullying policies. The Charter provides a framework for self-evaluation.

10. In considering what arrangements to establish for developing or reviewing the anti-bullying policy,

schools may find it helpful to explore what support is available for the development of anti-bullying work from their local authority, through anti-bullying teams or the Behaviour and Attendance Consultant. They may also want to review arrangements with relevant partner agencies for sharing information about bullying and thresholds and triggers for multi-agency interventions.

11. The Department recommends that specific responsibility for anti-bullying work is allocated by the head teacher to a member of staff within the school's leadership structure. This could be a specialist leadership role such as the Lead Behaviour Professional (LBP) or one combined with a range of pupil support and pupil achievement responsibilities.

12. It is advised that schools conduct an audit of the school's current practices to prevent and deal with bullying and prioritise necessary changes to their policies and anti-bullying strategies.

13. The Department recommends that anti-bullying policies are developed as part of the process of developing the school's wider behaviour policy. As part of this process, the governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Some of these measures (for example, those to be taken with a view to encouraging good behaviour and respect for others on the part of pupils; preventing all forms of bullying among pupils; and securing that the standard of behaviour of pupils is acceptable) directly relate to combating bullying. The governing body must consult widely in drawing up its statement of principles. Schools may decide on the appropriate timescale for reviewing the principles and updating the resulting policy. Good practice suggests this should be done on average every two years. More information about consultation and on determining the school behaviour policy in general is available in the *School Discipline and Pupil Behaviour Policies* guidance.

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14. Schools may choose to consult similarly upon other aspects of their anti-bullying policy, for example multi-agency working or staff training needs as they relate to anti-bullying work. The Department recommends that wide consultation with the whole school community on all aspects of the anti-bullying policy and regular review (on average every two years) is good practice.

15. The Department strongly recommends that the school anti-bullying policy covers all the forms of bullying described in paragraph 3 above; and that it covers the bullying of school staff, whether by pupils, parents or other staff, as well as the bullying of pupils.

16. The Department recommends that summaries of school behaviour and anti-bullying policies are incorporated within the staff and governor handbooks, and included within induction programmes for staff (including temporary and supply staff). The Anti-Bullying Charter can also be used to communicate and celebrate the anti-bullying stance of the school with staff, pupils, parents and partner agencies.

17. It is helpful for schools to follow up the launch of their policy with regular reminders, using opportunities throughout the school calendar for refreshing minds. A low-profile policy can be easily forgotten.

Anti-bullying strategies

18. The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.

- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

19. Preventative strategies include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages). The Social and Emotional Aspects of Learning (SEAL) programme, a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).
- Engaging pupils in the process of developing the school anti-bullying policy and promoting open and honest reporting.
- Improving the school environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers. The Department recommends that schools target their attention on key times and locations where bullying is more prevalent; and that they work with pupils to establish when and where those times and locations are.

20. The most obvious reactive strategy is the use of disciplinary sanctions and learning programmes to deal with those pupils who are found to be

bullying. The Department advises that sanctions be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

21. Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

22. Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

23. Pupils must **not** be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion in the Education Act 2002 makes clear that "exclude... means exclude on disciplinary grounds".

24. Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the Department recommends that the head teacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment

or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, we advise that this be considered differently from an unprovoked attack.

25. In conjunction with disciplinary sanctions, there are a range of other strategies that schools can use to combat bullying. These include:

- Engaging with parents promptly when issues of bullying come to light, whether their child is the one being bullied or the one doing the bullying. Schools are legally required to have a complaints procedure and to make parents aware of this procedure.
- Development of the roles that pupils can play (e.g. as trained peer mentors).
- Adult mediation services that may be offered by the local authority or by commercial organisations that schools can engage. Mediators work with pupils to try put an end to the bullying and mend relationships.
- Establishing Safer School Partnerships with local police.
- Restorative justice approaches which hold pupils to account for their behaviour and engage with them to agree the actions to be taken to repair the harm caused.

26. It is recommended that, as well as immediate short-term monitoring, schools review, over two or three months, whether the action has prevented recurrence of the bullying and ensured that the pupil being bullied feels safe again.

Reporting and recording incidents of bullying

27. Schools are advised to encourage pupils to report bullying in confidence using a variety of methods. There should also be clear and simple reporting arrangements for parents.

28. The Department recommends that schools should record all incidents of bullying, including by type, and report the statistics to their local authority. The purpose of reporting incidents to the local authority is to enable the gathering of information on the number and nature of bullying incidents and to identify any developing trends. The local authority can analyse the information gathered from schools to identify any issues of particular concern. This will enable the authority to be better informed in the development of appropriate strategies to tackle bullying across their area. The data will also enable local authorities to support and challenge schools in their duties to promote the welfare of pupils.

8. Keeping records of bullying incidents will enable the school to:

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

Staff professional development

9. The Department recommends that schools review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs.

10. The Department is working through the National Strategies Regional Advisers to spread good practice and work with identified schools to support and challenge them in improving their anti-bullying policies and strategies. As part of this, Regional Advisers and local authority Behaviour and Attendance Consultants will help those schools to identify any specific training needs.

1. Introduction

1.1 The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made clear that all forms of bullying, including those motivated by prejudice, must not be tolerated and should always incur a disciplinary sanction. No-one should suffer the pain and indignity that bullying can cause.

1.2 Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Every Child Matters – they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being¹.

1.3 This guidance aims to help schools in understanding their responsibilities as regards bullying and offers good practice advice on developing anti-bullying policies and practices. It replaces earlier general anti-bullying guidance issued by the Department². It draws on the experience of practitioners and specialist advice

from many organisations, including 11 Million (the Office of the Children's Commissioner), the Anti-Bullying Alliance, the National Strategies, and Ofsted.

1.4 This guidance is aimed at maintained schools (including maintained nursery schools), maintained special schools and Pupil Referral Units, though much of the good practice advice is relevant to all types of school.

1.5 Where the law is discussed, it offers the Department's view on relevant legal provisions, but it is not intended as definitive legal advice. Only a court can decide on the interpretation of the law.

What is bullying?

1.6 The Government defines bullying as:

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

1.7 Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or

¹ www.everychildmatters.gov.uk

² *Bullying – Don't suffer in silence: An anti-bullying pack for schools* (DfEE 0064/2000). This was updated in September 2002.

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degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours. Although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.

1.8 Bullying can seriously damage a young person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. It can lead to serious and prolonged emotional damage for an individual. Those who conduct the bullying or witness the bullying can also experience emotional harm, and the impact on parents and school staff can be significant.

1.9 Pupils are bullied for a variety of reasons. Specific types of bullying include:

- Bullying related to race, religion or culture³.
- Bullying related to special educational needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.

Further information on each of these types of bullying can be found in the References and Resources section at the end of this guidance (item B).

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

1.11 Bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods. This guidance provides an overall framework for schools in managing all types of bullying behaviour. It links to separate advice on more specific types of bullying.

What do we know about bullies and those who are bullied?

1.12 Pupils may be reluctant to report bullying for fear of repeat harm and because of a concern that "nothing can be done". It is therefore important that schools show that they can support pupils to prevent harm, that bullying is not tolerated, and that there are solutions which work.

1.13 Pupils may not report bullying because they may feel it is something within them which is at fault. Pupils therefore need to receive a clear message from schools that nobody ever deserves to be bullied.

1.14 The way that a school deals with the bullying of staff by pupils will also have an impact on the confidence of pupils to report bullying – it is important that schools demonstrate that bullying is a whole-school issue and that the bullying of any member of the school community will be taken seriously and dealt with effectively.

1.15 Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied⁴. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

1.16 Pupils not directly involved in bullying can be unsure of what to do. Different roles within bullying have been identified:

³ www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/

⁴ Pupils on the autistic spectrum, for example, might have difficulty identifying and communicating bullying. See *Autistic Spectrum Disorders: Good Practice Guidance* (<http://www.teachernet.gov.uk/wholeschool/sen/asds/asdgoodpractice/>).

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing.
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

1.17 It should be noted, however, that the same pupil can adopt different roles at different times, or indeed at the same time (a bullied pupil might be bullying another child at the same time, or a seeming “reinforcer” might become a “defender” when the ring-leader is not around).

1.18 Some pupils may be more vulnerable than others. It is important that schools are sensitive to pupils who because of their behaviours or circumstances may be vulnerable. Deteriorating attendance, poor punctuality, lack of progress and diminishing achievement can be indicators that the pupil is vulnerable in some way and susceptible to – or suffering already from – bullying.

1.19 Pupils being bullied may also demonstrate emotional and behavioural problems, physical problems such as headaches and stomach pains, or signs of depression. Bullying is a deeply damaging activity, for both the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.

1.20 Early identification of pupils at risk can help schools, enabling them to develop more effective strategies for responding to, and preventing, incidents. Induction meetings and other processes can be used to help identify specific needs or likely concerns so these can be taken into account when schools develop their anti-bullying strategies.

1.21 Some bullying behaviour by pupils is linked to deeper issues. As should be the case when responding to those who are bullied, understanding the emotional health and wellbeing of these pupils is key to selecting the right strategies and to engaging the right external support where this is needed (for example, in relation to issues of domestic violence or other safeguarding issues).

2. What does the law say schools and local authorities should and can do about bullying?

Legal requirements

2.1 The law requires that **Children's Services Authorities** must make arrangements:

- to promote co-operation between the authority, its partners and others with a view to improving the well-being of children in their area⁵. This includes the children's physical and mental health and emotional well-being, protection from harm and educational and social well-being⁶;
- for ensuring that their functions are discharged, having regard to the need to **safeguard and promote the welfare of children**⁷.

2.2 The law requires that **governing bodies**⁸ must:

- make, and from time to time review, **a written statement of general principles** to guide the head teacher in determining measures **to promote good behaviour**⁹;
- **consult** the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- **promote the well-being of pupils** in their schools¹⁰;
- exercise their functions with a view to **safeguarding and promoting the welfare of pupils**¹¹;

⁵ Section 10(1) and (2) Children Act 2004 (CA 2004). [For the interpretation of "Children's Services Authority" see s 65(1)].

⁶ Section 10(2) CA 2004.

⁷ Section 11(2)(a) CA 2004.

⁸ "Governing body" in relation to a pupil referral unit (PRU) means the LEA.

⁹ Section 88(2)(a) Education and Inspections Act 2006 (EIA 2006).

¹⁰ Section 21(5) Education Act 2002 (EA 2002), inserted by s 38 EIA 2006.

¹¹ Section 175(2) EA 2002.

2. What does the law say schools and local authorities should and can do about bullying?

- **produce an Annual Profile** answering the question “How do we make sure our pupils are healthy, safe and well-supported?”¹²;
- have a **race equality policy**; and assess and monitor the impact of their policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils’ attainment¹³;
- have a **disability equality scheme**¹⁴ and **make reasonable adjustments** to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled¹⁵;
- **establish procedures for dealing with complaints** about bullying, and all matters relating to the school, and publicise these procedures¹⁶.
- **publicise the measures** in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- determine and ensure the implementation of a **policy for the pastoral care of the pupils**¹⁸;
- ensure the **maintenance of good order and discipline** at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere¹⁹.

2.3 The law requires that **head teachers** must:

- determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the **school’s behaviour policy**, acting in accordance with the governing body’s statement of principles in so doing¹⁷. The policy determined by the head teacher must include measures to be taken with a view to “encouraging good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying among pupils**”;

2.4 The law requires that **teachers** must:

- promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them²⁰, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- all staff must apply the school rewards and sanctions lawfully.

¹² Section 30A EA 2002, inserted by s 104 Education Act 2005. This does not apply to maintained nursery schools or PRUs.

¹³ Section 71 Race Relations Act 1976, as amended by s 2 Race Relations (Amendment) Act 2000. See also Race Relations Act 1976 (Statutory Duties) Order 2001 (SI 2001/3458).

¹⁴ Section 49D Disability Discrimination Act 1995 (DDA 1995) as inserted by s 3 Disability Discrimination Act 2005. See also the Disability Discrimination (Public Authorities) (Statutory Duties) Regulations 2005 (SI 2005/2966).

¹⁵ Section 28C DDA 1995 as inserted by s 13 Special Educational Needs and Disability Act 2001.

¹⁶ Section 29 EA 2002. This does not apply to PRUs.

¹⁷ Section 89 EIA 2006.

¹⁸ School Teachers’ Pay and Conditions Document 2006 (STPCD) (www.teachernet.gov.uk/management/payandperformance/pay/), section 63.13.

¹⁹ STPCD 63.14.2.

²⁰ STPCD 76.2.1.

Legal powers

2.5 The law empowers:

- members of school staff to **impose disciplinary penalties** for inappropriate behaviour²¹;
- head teachers, to such extent as is reasonable, to **regulate the behaviour of pupils when they are off school site** (which is particularly pertinent to regulating cyberbullying)²²;
- school staff to **use physical force** in certain circumstances²³.

2.7 More detailed information and advice on homophobic bullying and cyberbullying sit under this guidance. There is also pre-existing material on bullying around racism, religion and culture. Further advice on bullying related to special educational needs (SEN) and disabilities will be produced and included in due course.

Guidance to schools

2.6 This document provides guidance specifically on the anti-bullying aspects of the above legal requirements. Guidance on other aspects can be obtained as follows:

- on creating a school behaviour policy: in *School Discipline and Pupil Behaviour Policies: Guidance for Schools*²⁴;
- on school profiles: on Teachernet²⁵;
- for school governors: at paragraphs 24 to 30, chapter 13, of *A Guide to the Law for School Governors*²⁶;
- on safeguarding: in *Safeguarding Children and Safer Recruitment in Education*²⁷.

²¹ Section 91 EIA 2006. The power may be exercised by any member of staff at a school providing education to a pupil. It does not include a power to exclude.

²² Section 89(5) EIA 2006. In relation to a PRU, "head teacher" means the teacher in charge.

²³ Section 93 EIA 2006, see guidance (http://www.dcsf.gov.uk/behaviourandattendance/guidance/Use_of_force/).

²⁴ www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/

²⁵ www.teachernet.gov.uk/management/newrelationship/schoolprofile/

²⁶ www.governornet.co.uk/linkAttachments/GtTL%20Amd%201%20-%20full%20Guide%20with%20full%20links.pdf

²⁷ <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-04217-2006>

3. How to create and implement a whole-school anti-bullying policy

Bullying – A Charter for Action

3.1 The Department recommends that schools develop their anti-bullying policies in accordance with the principles set out in the *Bullying – A Charter for Action* document²⁸.

The Anti-Bullying Charter principles mean –

For pupils who experience bullying that:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused.

For schools:

- the whole school community is clear about the anti-bullying stance the school takes;
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school;
- every chance is taken to celebrate the success of anti-bullying work;
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

²⁸ <http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-2070-2005&>

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For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school inspection requirements;
- they promote a school climate where bullying and violence are not tolerated and cannot flourish;
- they continually develop best practice based on knowledge of what works;
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary;
- curriculum opportunities are used to address bullying;
- pupil support systems are in place to prevent and respond to bullying;
- they have addressed school site issues and promote safe play areas;
- all staff take part in relevant professional development and are clear about their roles and responsibilities in preventing and responding to bullying;
- all staff are aware of the importance of modelling positive relationships;
- data systems gather useful information about the effectiveness of the anti-bullying work and this data is used for monitoring and evaluation and is shared with the school community;
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying;
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure;
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child;
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Identify anti-bullying work as a school improvement issue

3.2 The Department recommends that anti-bullying work follows the same process as, and is integrated into, the School Improvement Plan:

- Identify how the change programme should be managed.
- Audit – What do we do at the moment? How well do we do this? How do we know? How can we improve it further?
- Consult and plan.
- Prioritise – In what order should we make changes and why?
- Plan for change – Who is going to lead the change and how?
- Implement the change and communicate the change.

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- Monitor to check that the change is being implemented.
- Evaluate to check if the change is having the desired effect.
- Celebrate success achieved.

Managing the change programme

3.3 In considering what management arrangements to establish for developing or reviewing its anti-bullying policy, schools may find it helpful to:

- explore what support is available for the development of anti-bullying work from their local authority, through anti-bullying teams or the Behaviour and Attendance Consultant;
- establish an anti-bullying advisory group, which includes pupils, parents and staff, to review and develop policy and practice. Ofsted advises²⁹ that successful anti-bullying policies are developed by involving representatives of the whole school community in the process;
- review with relevant partner agencies arrangements for sharing information about bullying and thresholds and triggers for multi-agency interventions;
- consider whether and how to use partnerships with other schools in order to manage relationships with local voluntary and support agencies, including for example local mediation services, parent support teams, and Neighbourhood Police Teams.

Who should do what?

3.4 The roles and responsibilities of governing bodies and head teachers relating to bullying, as required by legislation, are set out in section 2 above.

3.5 In addition to these statutory requirements, the Department recommends:

- that **governing bodies** have an important role in monitoring and evaluating the effectiveness of the anti-bullying measures which have been set. This is a role which may be assigned to a lead governor or to a committee of the governing body; and
- that specific responsibility for anti-bullying work is allocated by the head teacher within the school's leadership structure. This could be a **specialist leadership role** such as the Lead Behaviour Professional (LBP) or one combined with a range of pupil support and pupil achievement responsibilities.

3.6 The leadership role on anti-bullying is likely to include the following core elements:

- data evaluation to inform policy development;
- co-ordination of anti-bullying curriculum opportunities;
- overview of the anti-bullying prevention and response strategies; and
- managing personnel practices to ensure alignment with the school anti-bullying policy and practice.

²⁹ *Bullying: effective action in secondary schools* (www.ofsted.gov.uk/assets/3235.pdf)

Tools for auditing

3.7 A range of tools for auditing the school's current practices to prevent and deal with bullying and prioritising necessary changes are available for schools to use. We recommend schools use one of the following as a matter of good practice:

- The National Strategies Behaviour and Attendance audit tool for primary schools³⁰.
- The National Strategies Behaviour and Attendance audit tool for secondary and middle schools³¹.
- The Anti-Bullying Alliance self-assessment toolkits and questionnaires for use by staff, pupils and parents³².

Auditing current practices in this way will also help inform what the school writes in its self-evaluation form.

Consulting and planning

3.8 The Department recommends that anti-bullying policies are developed as part of the process of developing the school's wider behaviour policy. As part of this process, the governing body must make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour. Some of these measures (for example, those to be taken with a view to encouraging good behaviour and respect for others on the part of pupils; preventing all forms of bullying among pupils; and securing that the standard of behaviour of pupils is acceptable) directly relate to combating bullying. The governing body must consult widely in drawing up its statement of principles. Schools may decide on the appropriate timescale for reviewing the

principles and updating the resulting policy. Good practice suggests this should be done on average every two years. More information about consultation and on determining the school behaviour policy in general is available in the *School Discipline and Pupil Behaviour Policies* guidance.

3.9 Schools may choose to consult similarly upon other aspects of their anti-bullying policy, for example multi-agency working or staff training needs as they relate to anti-bullying work. The Department recommends that wide consultation with the whole school community on all aspects of the anti-bullying policy and regular review (on average every two years) is good practice.

3.10 As part of the planning process, before establishing the measures in the anti-bullying policy, schools will wish to consider the scope of the work. Is the anti-bullying policy being produced from scratch or is it being revised due to a new focus on a specific type of bullying (for example, cyberbullying)? Next, in deciding what aspects of bullying the policy should cover, schools may wish to consider:

- Mapping the opportunities within and beyond the curriculum for anti-bullying work and the learning resources available (section 4).
- Arrangements for recording, reporting and analysing bullying (section 5).
- Pupil roles in anti-bullying work, including understanding bystander roles (section 4).
- Existing pupil support systems for those who are harmed by bullying.
- Existing sanctions and pupil support systems for those causing harm by bullying.

³⁰ www.standards.dcsf.gov.uk/primary/publications/banda/eaudit

³¹ www.standards.dcsf.gov.uk/keystage3/downloads/ba_indepthaudit020703bk04.pdf

³² www.anti-bullyingalliance.org.uk

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- Existing rewards and methods of celebration available for anti-bullying work (section 4).
- Staff training issues (section 6).

What should be in a school anti-bullying policy?

3.11 The Government's definition of bullying was set out in paragraph 1.6. However, it is important that schools involve the whole school community in agreeing the definition of bullying that will be used in their own policy. They can do this when consulting on the underlying principles of the school behaviour policy, if the anti-bullying policy is incorporated into it, or otherwise in a separate exercise. By involving pupils, parents and staff in agreeing the definition, the school will secure greater buy-in for its overall policy and its strategies to tackle bullying. It is important that in primary schools the definition is suitably child-friendly and accessible.

3.12 The Department strongly recommends that the school anti-bullying policy covers all the forms of bullying described in paragraph 1.9; and that it covers the bullying of school staff, whether by pupils, parents or other staff. Members of the school workforce suffering from or concerned about bullying can also contact their trade union or professional association for support and advice.

3.13 The Anti-Bullying Charter provides a framework for considering what should go into a school's anti-bullying policy³³. Schools may find it helpful to use this as a basis for developing their own policies.

Where should the anti-bullying policy sit in relation to other school policies?

3.14 Schools may find it helpful to link their anti-bullying policy with:

- school improvement policies and plans, which have been informed by the outcomes of whole-school audits;
- curriculum policies, in particular Personal Social and Health Education (PSHE), Citizenship, Creative and Expressive Arts, and the Social and Emotional Aspects of Learning (SEAL) programme which helps schools to develop social and emotional skills to underpin the PSHE framework;
- pupil support and safeguarding policies;
- the behaviour policy (if not already part of it);
- staffing policies;
- site policies, including those for before/after school clubs, breaktimes, lunchtimes and travel management supervision routines;
- equality and diversity policies (e.g. disability equality scheme and race equality policy);
- school communication policies and celebration of achievement practices; and
- the Anti-Bullying Charter (which, as previously stated, is not a substitute for a policy, but a statement of commitment to anti-bullying work and a framework for looking at what could go into the policy).

Engaging pupils in developing the anti-bullying policy

3.15 The Secondary National Strategy has produced a number of toolkit units for local authority Behaviour and Attendance Consultants to use with schools. One of these is the anti-bullying toolkit, which has a range of resources for working with pupils, parents and staff³⁴.

³³ See 3.1 (<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-2070-2005&>)

³⁴ www.standards.dcsf.gov.uk/keystage3/respub/ba_toolu

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3.16 Advice on how to engage the pupil voice in developing policy and practice is set out in the Anti-Bullying Alliance (ABA) resource *Are you talking to me?: Young People's Participation in Anti-Bullying*³⁵.

In summary, schools can engage pupils by:

- developing school listening strategies;
- being clear about how the pupil voice fits into the overall strategy;
- demonstrating respect for views;
- engaging in honest debate, showing where the boundaries are;
- engaging with marginalised pupils as well as those who often have a voice.

3.17 There are various ways to encourage pupil participation:

- focus groups and face-to-face discussions with small groups of children and young people, particularly through school councils;
- PSHE or Citizenship curriculum, through which the class could address bullying as a class project;
- interactive websites;
- written questionnaires and feedback forms, which provide ideal opportunities to find out about children and young people's understanding and perceptions of bullying;
- art, posters, drama and interactive exercises;
- symbol mats for disabled children and young people;

- puppets or dolls for very young children;
- DVDs and CDs;
- brainstorming sessions to explore issues of bullying;
- children and young people representation on advisory boards;
- external reference/advisory groups, which provide children and young people with opportunities to influence policy and practice at local and regional levels.

Communicating the policy

3.18 The Anti-Bullying Charter can be used as a key vehicle for communicating and celebrating the anti-bullying stance of the school with pupils, parents and partner agencies. As well as being displayed prominently in the school reception area and teaching rooms, the Charter could appear in web form; in Home-School Agreements; and in various school publications. If the school chooses to adapt the principles of the Charter in creating its own bespoke anti-bullying policy, as many schools have chosen to do, it is similarly good practice to display and communicate this to the overall school community.

3.19 The Department recommends that summaries of school behaviour and anti-bullying policies are incorporated within the staff and governor handbooks, and included within induction programmes for staff (including temporary and supply staff).

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

³⁵ www.anti-bullyingalliance.org.uk

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Monitoring progress

3.21 It is good practice to monitor the progress of anti-bullying work and establish data recording systems to help analyse the effectiveness of the policy (see section 5 for more information on recording incidents of bullying).

3.22 The Department recommends that schools follow up the launch of a policy with regular reminders, using opportunities throughout the school calendar for refreshing minds. A low-profile policy can be easily forgotten.

Evaluating the anti-bullying policy

3.23 The key questions to be asked in evaluating the policy are:

- Do the data and views of people gathered show that have we achieved what we set out to do?
- What have we learned about how to develop anti-bullying work in the school?
- What is our next development priority in anti-bullying work and how will we undertake that development?

3.24 Schools can incorporate the results of their evaluation of the anti-bullying policy in their Self-Evaluation Form (SEF). The most relevant parts of the Form are:

Section 4b: To what extent do learners feel safe and adopt safe practices?

- Whether learners feel safe from bullying and racist incidents.
- The extent to which learners have confidence to talk to staff and others when they feel at risk.

Section 4d: How well do learners make a positive contribution to the community?

- Learners' growing understanding of their rights and responsibilities, and of those of others.
- How well learners express their views and take part in communal activities.

3.25 In order to address these parts of the SEF, the Department recommends that schools record all incidents of bullying. See paragraph 1.9 for a list of specific types of bullying and section 5 for more information on recording incidents of bullying and data management. This information will, in turn, help schools to develop their anti-bullying policies.

Celebrating success

3.26 There are a variety of ways in which schools can celebrate the success of their anti-bullying work:

- some local authorities have developed accreditation schemes in partnership with schools;
- some schools use achieving National Healthy Schools Status as a means of both auditing their practice and also accrediting and celebrating the work of the school;
- use the Princess Diana Memorial Award for Anti-Bullying to celebrate success achieved by pupils who have made a particular contribution to the school's anti-bullying work³⁶.

3.27 In addition, by including evidence relating to the development and operation of their anti-bullying policies in the Self Evaluation Form, schools can help to ensure that this is reflected in Ofsted inspection reports on the school.

³⁶ www.diana-award.org.uk/antbullyingaward.php

4. How can schools prevent and respond to bullying?

Aims

4.1 The aims of school anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil.
- To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

4.2 In reviewing its anti-bullying strategies, schools will wish to take account of the different triggers pupils have for bullying behaviour; the dynamics of group bullying; and the complexity of responses. It is worth bearing in mind that the social and emotional skills of the adult or pupil involved in dealing with the bullying are as important as the knowledge of which specific intervention to use.

What do we know about effective strategies and good practice?

4.3 Schools adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur. The specific mix will vary depending on local circumstances but can include the following preventative and reactive strategies.

Prevention

Leadership

4.4 Effective school leadership teams will promote an open and honest anti-bullying ethos, which secures whole-school community support for the anti-bullying policy. Where staff actively demonstrate positive behaviour, they set a positive context for anti-bullying work in the school.

4.5 Management of the anti-bullying policy and practice might include linking with other schools in a local school partnership (see 4.13 below) and with local authority strategies. The head and senior leadership team will want to build staff understanding and engagement with anti-bullying work.

4. How can schools prevent and respond to bullying?

Use of curriculum opportunities

4.6 School staff can use class time to raise awareness of and tackle bullying:

- PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages.
- The Social and Emotional Aspects of Learning (SEAL) programme is a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, which are highly relevant to reducing bullying. The Primary SEAL programme is currently available to all primary schools and the phased implementation of the Secondary SEAL programme will begin in September 2007. Evaluation of SEAL has shown it to be effective in reducing bullying.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.

Further information on using the curriculum and other school time opportunities for developing anti-bullying work is contained in the Resources and References section at the end of this guidance (item C).

Use of other opportunities to raise awareness

4.7 There will be further opportunities throughout the school year and at certain times of the school day for raising awareness of the negative consequences of bullying:

- Anti-Bullying Week (ABW) events in November of each year;
- targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying;

- whole-school assemblies can be used to raise awareness of the school's anti-bullying policy and develop pupils' emotional literacy; and
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and current news stories.

Pupil voice

4.8 Engaging pupils in developing anti-bullying policy and practice is an effective form of prevention. *Are you talking to me?: Young People's Participation in Anti-Bullying*, an Anti-Bullying Alliance (ABA) resource, gives guidance on strategies for promoting effective engagement of pupils (see paragraph 3.16). Programmes which encourage schools to be "listening schools" will promote open and honest reporting and dealing with issues of bullying.

Structured data gathering

4.9 Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better (see section 5 for more information).

Improving the school environment

4.10 Using available data to identify how the school environment and travel to and from school can be made safer can help to reduce incidents of bullying. Schools can look at:

- staff supervision patterns, in the playground, school buildings, and on school transport;
- the physical design of the school building(s), including investigating "blind spots" where bullying could take place³⁷;
- whether "quiet play" areas could be established in playgrounds or short-term safe rooms for use at breaktimes; and

³⁷ The Department has produced a guidance note on school design which considers how to improve areas of the school building where bullying may be a particular concern (www.teachernet.gov.uk/management/resourcesfinanceandbuilding).

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- joint work with partners such as transport service providers.

4.11 The Department recommends that schools target their attention on key times and locations where bullying is more prevalent; and that they work with pupils to establish when and where those times and locations are.

Professional development

4.12 Schools will want to ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for:

- all staff – teachers, support staff, temporary staff (including student teachers) – and governors;
- staff who may have a specialist responsibility in relation to pupils; and
- representatives from partner services such as Education Welfare.

More information on training and development is contained in section 6 of this guidance.

Working with local authorities or other schools

4.13 Schools will want to work with their local authority to ensure that partner agencies such as the Youth Offending Team (YOT), Education Welfare Service, Child and Adolescent Mental Health Services (CAMHS) and Education Psychology Service are engaged with anti-bullying work; and pupil safeguarding has a high priority.

4.14 Schools also benefit from working in partnership with other schools. This enables them to learn from each other's policies and strategies and to develop consistent approaches to dealing with

bullying. All secondary schools are expected to be part of a partnership with a focus on improving behaviour and tackling persistent absence by September 2007³⁸.

Reaction

Clear and effective pupil reporting systems

4.15 It is good practice for schools to have systems in place to enable pupils to report bullying incidents. Pupil reporting systems should include:

- confidential and varied routes to report bullying;
- effective and fair investigation;
- listening strategies;
- follow up systems to ensure that agreements are sustained.

More information on recording incidents of bullying is contained in section 5 of this guidance.

Use of sanctions and learning programmes

4.16 The Department advises that sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, schools must take account of the nature of the child's disability or SEN and the extent to which the child understands and is in control of what he/she is doing.

³⁸ guidance on school partnerships can be accessed at <http://www.teachernet.gov.uk/wholeschool/behaviour/collaboration/>.

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4.17 Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

4.18 Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

4.19 Schools will also want to ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends; and make them aware of the punishment that the pupil who bullied them will receive as well as the support they themselves are being given.

4.20 The consequences of bullying should reflect the seriousness of the incident. However, schools should not take emotional or psychological bullying less seriously than physical bullying; the unseen scars can be just as damaging. In reviewing sanctions, schools will wish to ensure that they address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

4.21 When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The Department's guidance for exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated³⁹.

4.22 Pupils **must not** be excluded from school for being bullied, even if the school believes they are doing so for the child's benefit. The legislation on exclusion makes clear that "exclude... means exclude on disciplinary grounds"⁴⁰. Exclusions guidance explicitly says that children should only be sent home for health and safety reasons where "because of a diagnosed illness such as a notifiable disease he or she poses an immediate and serious risk to the health and safety of other pupils and staff". Behavioural problems, even when related to a diagnosed condition such as ADHD or ASD, do not normally fall into this category.

4.23 Some pupils who have been subjected to bullying are provoked into violent behaviour. A pupil can be excluded for violent behaviour; it is a matter for the head teacher's judgement, taking account of the evidence available, all the circumstances of the case and the need to balance the interests of the pupil concerned against those of the whole school community. However, before deciding to exclude a pupil, the Department recommends that the head teacher always allows him or her to state their case, and checks whether the incident may have been provoked by, for example, racial or sexual harassment or a child's SEN or disability. Where a pupil has retaliated after months of persistent bullying, we advise that this be considered differently from an unprovoked attack.

³⁹ www.teachernet.gov.uk/wholeschool/behaviour/exclusion/guidance/part5/

⁴⁰ Section 52(10) of the Education Act 2002

Use of reward and celebration strategies

4.24 Schools use a range of rewards and celebration strategies to encourage pupils to behave well and take care of each other, for example:

- use of the Anti-Bullying Charter to communicate and celebrate the school commitment to anti-bullying;
- rewards for individual pupils who take a specific role in anti-bullying work, e.g. as peer mentors or “listeners”;
- the National Healthy Schools Status;
- use of national awards such as the Princess Diana Memorial Award for Anti-Bullying.

Developing the roles pupils can play

4.25 Schools have found that an effective way of dealing with bullying is by helping pupils to help themselves and each other:

- through class, circle or tutorial time in understanding the needs of their peers. These are planned sessions in which a teacher facilitates a safe and positive environment for pupils to take turns, if they choose, to talk about an issue of concern – the whole group is encouraged to listen carefully and discuss ways to help the individual in a problem-solving way;
- as trained peer mentors or trained mediators. The key to successful implementation of mentor and mediator strategies lies in clarity about the programme, staff training, pupil training, supervision, and robust plans for sustaining initiatives through short- and long-term feedback of success;
- as “defenders” in the bystander terminology;

- as members of a group that supports pupils who have been bullied, where the ultimate responsibility lies with those involved in the bullying. The first aim is to help the bullies to develop empathy for the victims and to understand the consequences of their actions; the second is to help resolve the problem. After ensuring that the victims feel safe and in control, their feelings are communicated to the group in a way that does not threaten the victims. Suggestions on how to help are sought, but the key aim is a joint commitment to take effective action;
- through assertiveness training, which can help rebuild confidence and resilience for a child who has been bullied;
- through active teaching of social and emotional skills, promoted by the Social and Emotional Aspects of Learning (SEAL) programme used both for whole class or more intensive small group work⁴¹;
- through being encouraged to have a say about the disciplinary sanction regime of their school and suggesting suitable sanctions for bullies. This will ensure pupils view sanctions as fair and will make them feel they have an influence over tackling the issue.

4.26 A wide range of programmes offer peer-led support strategies, including the Department-funded Childline in Partnership with Schools (CHIPS) peer mentoring programmes⁴².

Adult mediation

4.27 Some schools use mediation services offered by the local authority or commercial organisations. Mediation usually focuses on pupils who have been bullying others regularly for some time, as well as

⁴¹ www.bandapilot.org.uk/pages/seal/

⁴² www.childline.org.uk

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those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at the school.

4.28 Mediation can be very effective, but used on its own it may not have long-term success. It should be backed up by other procedures, both disciplinary and pupil-centred.

Engaging parents

4.29 The guidance *Involving parents, raising achievement*⁴³ contains information and ideas to help schools develop successful home-school links.

4.30 It is important for schools to work with parents to help them to understand the stance of the school as regards bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. Parents should be made aware of how to work with the school on bullying and how they can seek help if a problem is not resolved.

4.31 Parents of pupils who experience bullying will have a range of emotional needs to be addressed, but can also play a key role in supporting their child, developing coping strategies for them and building assertiveness skills in partnership with the school. Parents of those causing bullying will also have a range of emotional needs and may need time and support in coming to a balanced view of what is happening and appreciating their role in helping their child to learn about the consequences of their actions.

4.32 The developing body of experience around parent support shows the need for a spectrum of approaches, from professionals engaging in

respectful listening, to schools challenging the attitudes of parents towards bullying issues.

4.33 Schools are legally required to have a complaints procedure and to make parents aware of this procedure⁴⁴. A model letter to parents, informing them of their school's complaints procedure, can be found in the Resources and References section (item F).

Parenting contracts and orders

4.34 Some parents may need specific support to help deal with their child's behaviour. Where schools identify that this is the case, they may either provide support themselves or signpost the parents to appropriate channels of help. This can be done by way of a voluntary parenting contract or through other, less formal, means.

4.35 When parents refuse to engage voluntarily and where their child's behaviour has led to – or has the potential to lead to – exclusion, then a court-imposed parenting order may be sought. The application can be made by the local authority or, from September 2007, the school⁴⁵.

Working with Children's Services

4.36 Schools have found great benefit in engaging with multi-agency information and casework sharing, for example with the Education Psychology Service or Child and Adolescent Mental Health Services (CAMHS). This ensures that all of the child's needs are addressed in follow-up work after bullying has been addressed. It also ensures that the school is kept fully informed as to which agencies are working with its pupils. It can be helpful too for links to be made with residential school settings and care homes, so that liaison can occur when required.

⁴³ www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/ipratoolkit/

⁴⁴ The School Complaints Procedure advice can be found at www.governornet.co.uk/linkAttachments/School%20Complaints%20Procedure.doc

⁴⁵ Guidance on parenting contracts and parenting orders can be found at

www.dcsf.gov.uk/behaviourandattendance/guidance/Penalty%20Notices/Guidance.cfm.

Guidance on how to source parenting provision is available at www.dcsf.gov.uk/behaviourandattendance/guidance/ParentingProvision/.

Alternative provision

4.37 For a variety of reasons, some pupils are educated out of school. A significant proportion of alternative provision is currently provided in Pupil Referral Units (PRUs), but alternative provision can also include placements in FE colleges, work-based learning, and projects delivered by the voluntary and private sector.

4.38 There may be some pupils who have specifically requested alternative provision because they have been bullied and can no longer face attending a mainstream school. Where this is the case, placements should be carefully chosen to help overcome fears and re-engage them with learning, with the goal of reintegrating them back into mainstream education. Schools should not be generally applying alternative provision as a means of managing pupils who have been bullied.

4.39 Other pupils will be in alternative provision because they have bullied and have been excluded from school. Where this is the case, one of the purposes of the alternative provision should be to tackle the bullying behaviour. We would not expect pupils who have been bullies, or who may have aggressive, threatening or violent behaviour, to be placed in the same alternative provision setting as pupils who cannot attend school for fear of being bullied. Schools and local authorities will want to take care in matching pupils to the provision that will most appropriately meet their needs.

4.40 Schools and local authorities have an on-going duty of care towards pupils when they are in alternative provision. Contracts and service level agreements with external providers can cover systems in place for reporting bullying and the steps the provider will take to prevent and respond to bullying. Providers should report any allegation of bullying to the school or local authority that has commissioned them.

Establishing Safer School Partnerships

4.41 Establishing a Safer School Partnership (SSP) with the local police can be an effective prevention strategy and effective reaction tool⁴⁶. The aims of an SSP are:

- to reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people and to reduce the number of incidents in schools and their wider communities;
- to provide a safe and secure school community which enhances the learning environment;
- to engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community; and
- to ensure that children and young people remain in education, actively learning, healthy and achieving their full potential.

4.42 In terms of dealing with incidents of bullying at the time they occur, the vast majority can be handled by the school. However, if a serious assault or injury occurs as a result of bullying, the police should be involved.

Restorative justice

4.43 The use of restorative approaches in schools developed from experience of restorative justice in the youth and criminal justice systems. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied;
- accepting responsibility for the harm caused to others (for example staff, friends or family);

⁴⁶ For more information on Safer School Partnerships, see www.everychildmatters.gov.uk/ete/ssp.

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- recognising the need to take action to begin to repair the harm caused; and
- agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

4.44 There are a range of restorative approaches, ranging from informal meetings with pupils, where they can talk through their issues in a structured way, to – at the most formal end – a restorative conference with an independent facilitator. Restorative approaches can be effective, when the requisite time and resources are invested, but it is important that they are used in conjunction with – not in place of – sanctions.

4.45 The most extensive evidence of the effectiveness of restorative work in schools can be found on the Youth Justice Board website⁴⁷. It is clear from this and other sources that schools which successfully adopt restorative approaches do this when there is commitment throughout the school to cultural change.

Follow up to actions

4.46 The nature of bullying means that, unless actions are monitored over time, they may only have a short-term impact. Schools may use daily or weekly reporting systems to monitor the behaviour of the pupils involved for a fixed number of days – and this is important. However, we recommend that schools review, over two or three months, whether the action has prevented recurrence of the bullying and ensured that the pupil being bullied feels safe again. This can be done through a simple interview with the pupils involved or the school could engage the parents using a standard review letter to gather judgements on their satisfaction with how the bullying was dealt with (a sample letter is included in the Resources and References section – item G).

If the response indicates the bullying has not stopped or the pupil does not feel safe, then this would lead to further discussions or actions.

4.47 The information collected through this process can then be used to inform the review of the policy and practice of the school. If the pupils know about the review process, this in itself can help to reinforce the change in behaviour.

⁴⁷ www.youth-justice.gov.uk

5. Reporting and recording incidents of bullying

Confidential reporting systems for pupils

5.1 Schools can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

5.2 A range of tactics are used by schools and local authorities to encourage reporting:

- “Help Me”/Bully Boxes, which are emptied daily and acted upon;
- confidential web-based reporting systems at school and LA level;
- “befrienders” or “buddies”, who are stationed at a known location every day;
- think books;
- peer mentors;
- text or email systems;

- confidential phone numbers;
- adult counsellors or drop-in facilities to talk with home-school workers/mentors.

5.3 Such systems are of value when:

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

Reporting arrangements for parents

5.4 Parents are frequently the ones to report bullying incidents to the school. Parent reporting systems are most effective when:

- reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures and are clear about steps to be taken;
- reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying;
- parents have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child;
- staff take actions to agreed timescales and report progress to parents; and
- parents are clear about how to take further action if they do not feel that their concern has been properly addressed. A model letter to parents informing them of the school's complaints procedure can be found in the Resources and References section (item F).

5.5 Parents can contact Parentline Plus (0808 800 2222) for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents, staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children and to help their children to make the most of life. There is extensive information on Parentline Plus' website⁴⁸, where the leaflet on helping parents worried about bullying – Be Someone to Tell – can be downloaded.

Data collection management

5.6 The Department recommends that **schools should record all incidents of bullying**, including by type (see para 1.9), and report the statistics to their local authority. The purpose of reporting incidents to the local authority is to enable the

gathering of information on the number and nature of bullying incidents and to identify any developing trends. The local authority can analyse the information gathered from schools to identify any issues of particular concern. This will enable the authority to be better informed in the development of appropriate strategies to tackle bullying across their area, as part of the needs assessment that underpins the Children and Young People's Plan. The data will also enable local authorities to support and challenge schools in their duties to promote the welfare of pupils.

5.7 Schools have a specific legal duty to have a race equality policy and monitor its impact on pupils, staff and parents. Schools also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. To record that strategies are effective in achieving these goals, it is recommended that schools monitor and record incidents of bullying as described above.

5.8 Keeping records of bullying incidents will enable the school to:

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

5.9 Bullying data can be used to:

- provide monitoring reports to pupils (through the school council, for example) and staff;

⁴⁸ www.parentlineplus.org.uk

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- create evaluation reports for:
 - o pupils, parents and staff in order to demonstrate openness and to celebrate progress; and
 - o governors in order for them to monitor the anti-bullying work of the school
- work towards meeting National Healthy Schools criteria and achieving National Healthy Schools Status or local authority accreditation standards; and
- inform the evidence presented in the school Self-Evaluation Form (SEF), which forms a key part of the evidence for Ofsted's inspection of schools.

What sort of data can be collected and used?

5.10 Detailed arrangements are for individual schools to decide. It is recommended that information be held on the date and type of incident but the following types of anti-bullying data could also be considered:

- information on what action the school took and the impact this had on the bullying;
- a range of data from pupil surveys including quantitative data and perception data;
- records of peer mentoring initiatives or projects such as playground "buddying";
- parental complaints to the school or local authority regarding bullying;
- records of the Educational Welfare Service identifying where bullying is a factor in non-attendance at school;
- exclusions data related to bullying;
- transfer and admissions data, specifically requests for transfer due to bullying or harassment;

- information and evidence collected under the National Healthy Schools theme of "emotional health and well-being" (including bullying);
- data from Ofsted reports; and
- information contained in school improvement plans.

What sort of data system?

5.11 Schools will need to reach judgements about how far their existing behaviour monitoring systems are already effective in gathering data about bullying, both qualitative and quantitative.

5.12 Systems to gather anti-bullying data work best if they are:

- compatible with other school data systems, both electronic and paper based;
- capable of being interrogated from various angles (e.g. to analyse the proportion of "at risk" pupils being bullied);
- proportionate in terms of management and operational demands;
- capable of handling continuous monitoring and periodic survey data;
- capable of being used to produce reports in a format that addresses the specifics of the school anti-bullying policy and which are useful for evaluations;
- capable of recording compliments as well as complaints and of recording the outcomes of individual cases; and
- aligned to national policy and local agreements on information sharing and safeguarding.

6. Staff professional development

6.1 The Department recommends that schools review general and specific staff induction and continuing professional development (CPD) and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff, through school self-evaluation and individual performance management reviews⁴⁹, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs⁵⁰.

6.2 Anti-bullying policies are most effective when the whole-school workforce:

- understand the principles and purpose of the school anti-bullying policy;
- understand their legal responsibilities regarding bullying (see section 2);
- are clear about their responsibility to resolve problems at the nearest level to the pupil;

- know what sanctions and behaviour management strategies are in place and where to seek support;
- have the requisite knowledge and skills for preventing bullying and repairing harm;
- understand the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities;
- know the procedures for referral; and
- know the procedures in relation to safeguarding and liaison with multi-agency teams.

6.3 The Department is working through the National Strategies Regional Advisers to spread good practice and work with identified schools to support and challenge them in improving their anti-bullying policies and strategies. As part of this, Regional Advisers and local authority Behaviour and Attendance Consultants will help these schools to identify any specific training needs.

⁴⁹ Performance management reviews must be carried out under The School Teachers' Performance Management (England) Regulations 2007 (SI 2007/2661).

⁵⁰ This is one of the head teacher's professional duties specified in the School Teachers' Pay and Conditions Document (Part 9).

Student teachers

6.4 Student teachers must achieve the Qualified Teacher Status (QTS) standards⁵¹, which include:

- treating pupils consistently, with respect and consideration, and being concerned for their development as learners;
- demonstrating and promoting the positive values, attitudes and behaviour that they expect from their pupils; and
- recognising and responding effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

Support staff training

6.5 The framework for support staff training is available from the Training and Development Agency for Schools (TDA) and identifies issues of behaviour management, including how bullying should be dealt with⁵².

6.6 Schools will want to ensure that, when relevant, staff undertaking such programmes consider their school's anti-bullying work as part of their studies.

Induction

6.7 Induction standards for teachers are available from the TDA⁵³. In planning induction programmes for teachers, schools should secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

6.8 Schools will want to ensure throughout the induction programme that the anti-bullying work of the school is promoted. This applies to teachers or other staff working within the mainstream school, those working as part of an extended school activity and those working outside the school to make alternative education provision.

National Professional Qualification for Head teachers (NPQH)

6.9 The standards for head teachers, as set out for the NPQH⁵⁴ include the following actions for head teachers:

- create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment;
- collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families;
- create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development; and
- co-operate and work with relevant agencies to protect children.

6.10 Schools with staff undertaking the NPQH could use the study process to support review of anti-bullying policy and practice.

⁵¹ See www.tda.gov.uk/partners/ittstandards/standards for more information.

⁵² See www.tda.gov.uk/support/careerdevframework/supportframework.aspx?role12=on&compare=View for more information.

⁵³ www.tda.gov.uk/teachers/induction

⁵⁴ See <http://publications.teachernet.gov.uk/eOrderingDownload/NS4HFinalpdf.pdf>

Specialist training for behaviour and attendance leaders

6.11 The National Programme for Specialist Leaders in Behaviour and Attendance (NPSL-BA) is available to provide a professional course and qualification in promoting positive behaviour and attendance in schools⁵⁵. It also includes a specific component for specialist leaders who work with pupils with BESD.

Temporary staff and volunteers

6.12 Schools will want to ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school. This could be covered in the temporary staff briefing and before any school trips or other occasions where parent volunteers or others are engaged. It could cover:

- a clear, workable definition of bullying;
- expectations that bullying will not be tolerated;
- statements about actions to be taken;
- clear instructions about escalating and de-escalating issues; and
- clear instructions about information sharing and safeguarding.

⁵⁵ See www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/ for more information.

ANTI-BULLYING: Resources and references

A. Information about the prevalence of bullying

Evidence from school inspections, pupil surveys, independent research, and parent and child helplines suggests that bullying is a significant and serious problem. And bullying often seems to be under-reported. This is at least in part because bullying is a phenomenon which is changing continually and sometimes incidents that should be recorded as bullying are not recognised as such. Authoritative reports from, among others, the Anti-Bullying Alliance (ABA) and 11 Million (the Office of the Children's Commissioner) give useful overviews and analysis of the extent and impact of bullying.

The Children's Commissioner's report *Bullying Today* (November 2006) gives an overview of research and evidence related to bullying⁵⁶. The Children's Commissioner's *Journeys* reports (one for primary schools and one for secondary schools) include pupils' views on bullying⁵⁷.

A selection of research and evaluation reports, as well as other anti-bullying resources, can be found on the ABA website⁵⁸.

The Ofsted 2003 report, *Bullying: effective action in secondary schools*, also gives a good overview of the situation⁵⁹.

⁵⁶ See [www.childrenscommissioner.org/documents/Bullying%20Today%20\(November%202006\).pdf](http://www.childrenscommissioner.org/documents/Bullying%20Today%20(November%202006).pdf)

⁵⁷ See www.childrenscommissioner.org/documents/journeys%202.pdf and www.childrenscommissioner.org/documents/journey%201.pdf

⁵⁸ www.anti-bullyingalliance.org.uk

⁵⁹ www.ofsted.gov.uk/assets/3235.pdf

B. Further information about specific types of bullying

Bullying related to race, religion or culture⁶⁰

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying⁶¹. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers⁶². Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

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

Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary. See chapter 9 of the *School Discipline and Pupil Behaviour Policies* guidance⁶³.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived

⁶⁰ www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/

⁶¹ Katz et al (2001), *Bullying in Britain: testimonies from teenagers*

⁶² National Autistic Society 2006; Mencap 2007.

⁶³ www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies/

physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited ruthlessly, with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means “coming out” to teachers and parents before they are ready to. Please refer to the related materials on homophobic bullying for more information.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after

children is included in *Looked After Learners: A Practical Guide for School Governors*⁶⁴. On young carers, further information is provided via the TeacherNet pages on “Young Carers”⁶⁵ and “Helping schools to be in tune with young carers”⁶⁶; schools are also encouraged to access advice made available by key voluntary organisations. The Princess Royal Trust for Carers and the Children’s Society have both published information to help school and other staff identify and support young carers. This can be accessed via their websites⁶⁷.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

⁶⁴ www.teachernet.gov.uk/publications

⁶⁵ www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/youngcarers/

⁶⁶ www.teachernet.gov.uk/teachingandlearning/library/youngcarersandschools/

⁶⁷ [www.youngcarers.net/professionals/119](http://www.youngcarers.net/professionals/119;); and www.youngcarer.com/

Cyberbullying

Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves⁶⁸. Please refer to the related materials on cyberbullying for more information.

⁶⁸ Vandebosch, H (2006), *Cyberbullying among youngsters in Flanders*, International Network on School Bullying and Violence, OECD

C. Opportunities to promote anti-bullying messages through the curriculum

What can schools teach to prevent bullying?

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued;
- all pupils can feel secure and are able to contribute appropriately;
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community;
- all forms of bullying and harassment are challenged;
- pupils are supported to develop their social and emotional skills.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So, when reviewing the curriculum for anti-bullying work, schools will find it useful to review:

- the school curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area;
- the contribution to anti-bullying work in specific curriculum areas such as PSHE, Citizenship and in the Social and Emotional Aspects of Learning (SEAL) programme;
- how assemblies, class time, and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice⁶⁹;
- how transition is planned and delivered:
 - at planned times (e.g. for year 6 and 7 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.

⁶⁹ An example primary school assembly can be found at: www.bandapilot.org.uk/pages/seal/downloads/assemblies/pns_seal176306_bullying_assem.pdf

C. Opportunities to promote anti-bullying messages through the curriculum

Personal, Social and Health Education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the National Curriculum for PSHE⁷⁰ pupils should be taught:

- Key Stage 1: that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.
- Key Stage 2: the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying and aggressive behaviours; how to respond to bullying and ask for help.
- Key Stage 3: the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively.
- Key Stage 4: to challenge offending behaviour, bullying, racism and discrimination assertively; to take the initiative in giving and receiving support.

Citizenship

There are topics within the Citizenship curriculum which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for Citizenship which teachers can use to explore issues relating to bullying⁷¹. For example:

- Key Stages 1 and 2:
 - Unit 05: Living in a diverse world
 - Unit 06: Developing our school grounds
 - Unit 07: Children's rights – human rights
 - Unit 08: How do rules and laws affect me?

- Key Stage 3:
 - Unit 03: Human rights
 - Unit 07: Local democracy
 - Unit 13: How do we deal with conflict?
 - Unit 14: Developing skills of democratic participation
 - Unit 15: Crime and safety awareness – a whole-school multi-agency approach
 - Unit 16: Celebrating human rights – citizenship activities for the whole school
- Key Stage 4:
 - o Unit 01: Human rights
 - o Unit 03: Challenging racism and discrimination

Social and Emotional Aspects of Learning (SEAL)

The SEAL materials help schools to develop social and emotional skills, which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools and a programme for secondary schools has been piloted and will be rolled out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework and is organised into seven themes:

- New Beginnings
- Getting On and Falling Out
- Going for Goals

⁷⁰ www.teachernet.gov.uk/pshe

⁷¹ www.standards.dcsf.gov.uk/schemes3

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- Good to Be Me
- Relationships
- Changes
- Say No to Bullying

6.1 Each theme is relevant to reducing bullying. The theme “Say No to Bullying” provides an explicit focus on bullying and is a useful resource for Anti-Bullying Week. The SEAL learning objectives related to anti-bullying are:

Foundation stage

- I know I belong in my classroom.
- I like the ways we are all different and can tell you something special about me.
- I can tell you some ways in which children can be unkind and bully others.
- I can tell you how it feels when someone bullies you.
- I can be kind to children who have been bullied.
- I know who I could talk to in school if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 1 and 2

- I can tell you what bullying is.
- I can tell you some ways in which I am the same and different from my friends.
- I am proud of the ways in which I am different.
- I can tell you how someone who is bullied feels.

- I can be kind to children who are bullied.
- I know that when you feel sad, it affects the way you behave and how you think.
- I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
- I know what to do if I am bullied.

Years 3 and 4

- I know what it means to be a witness to bullying.
- I know that witnesses can make the situation better or worse by what they do.
- I know how it might feel to be a witness to and a target of bullying.
- I can tell you why witnesses sometimes join in with bullying or don't tell.
- I can tell you some ways of helping to make someone who is being bullied feel better.
- I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
- I can problem solve a bullying situation with others.

Years 5 and 6

- I understand how rumour spreading and name calling can be bullying behaviours.
- I can explain the difference between direct and indirect types of bullying.
- I can explain some of the ways in which one person (or group of people) can have power over another.

C. Opportunities to promote anti-bullying messages through the curriculum

- I know some of the reasons why people use bullying behaviours.
- I know some ways to encourage children who use bullying behaviours to make other choices.
- I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.

D. Sample anti-bullying information sheet for pupils: Anyplace school

Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names;
- threatening you;
- pressuring you to give someone money or possessions;
- hitting you;
- damaging your possessions;
- spreading rumours about you or your family; or
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

Anyplace school does not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again; and
- provide support to the person being bullied.

What should you do?

Talk to someone you trust and get them to help you take the right steps to stop the bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can;
- be firm and clear – look them in the eye and tell them to stop;
- get away from the situation as quickly as possible; and
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell another pupil.

If you have been bullied:

- tell a teacher or another adult in your school (your head of year, form tutor or learning mentor will all be able to help);
- tell your family;
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying; and
- don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about:

- what has happened to you;
- how often it has happened;
- who was involved;
- who saw what was happening;
- where it happened; and
- what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine on freephone **0800 1111**. This is a confidential helpline. If you are hard of hearing you can use the textphone 0800 400 222. You can also write to Freepost 1111, London N1 0BR. The phone call or letter is free.

E. Sample anti-bullying information sheet for parents: Anyplace school

Is it bullying?

It is if individuals or groups are:

- calling your child names;
- threatening him/her;
- pressuring your child to give someone money or possessions;
- hitting your child;
- damaging your child's possessions;
- spreading rumours about your child or your family;
- using text, email or web space to write or say hurtful things about your child (cyberbullying)

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

What should you do if your child is being bullied?

Talk to school staff about the bullying. At Anyplace school your first contact point to report concerns about bullying is [class teacher/form teacher]. They are best contacted on 07123456789, by email at Parentteam@anyplaceschool.sch.uk, by text on 12345, or messages can be left with the school reception on 0112 3456789.

- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school; let them know if things improve as well as if problems continue.

What will Anyplace school do?

Anyplace school does not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied; and
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- check with the school anti-bullying policy to see if agreed procedures are being followed;
- discuss your concerns with other parents;
- make an appointment to discuss the matter with the head teacher and keep a record of the meeting; and
- if this does not help, write to the chair of governors explaining your concerns and what you would like to see happening.

In some local authorities there may be help to resolve the problems via Children's Services.

If you need further support and information at any stage or the problem remains unresolved, ring the helpline at Parentline Plus (0808 800 2222) or contact other local and national support groups.

F. Model letter to parents informing them of their school's complaints procedure

Compliments and Complaints

Dear Parents

We strive to be a school where you are more than satisfied with what we do to support your child, especially in difficult situations. When you think we do this particularly well, please let us know. Staff work hard for the pupils and we all want to recognise that.

But sometimes things may not go well. For example, you may feel that your child is being bullied and are not happy that the right things have been done to address this. We hope that good communication would solve such a problem. Our aim is that by careful listening, constructive discussion and sensible actions we can work together to solve problems, and so improve our school systems further. But if the problem persists, you may wish to make a complaint.

When should I complain?

If you believe that something is seriously wrong, then make a complaint. We will investigate it and base what we do on the governing body's agreed policy.

Whom do I contact?

That depends on the particular situation. Often your child's class teacher or form tutor will be able to deal with the matter. More serious problems might require the intervention of a senior

member of staff or the head teacher. Most problems can be solved in this way. A complaint about the conduct of the head teacher should go to the chair of governors, addressed to the clerk to the governors at the school address.

Certain specific complaints (e.g. about school admissions) are dealt with separately. Staff at the school or the local authority can advise you about where to direct your complaint or you can contact www.XLocalAuthority.gov.uk/complaints.

What if the matter is still unresolved?

You should write to the head teacher, in the first instance, if you are dissatisfied with the handling of a complaint. The head teacher will investigate the matter and may invite you to a meeting to talk about it. The school may arrange for a suitable mediator to be present.

After trying all other avenues, you may decide to make a formal complaint to the governing body by sending a letter to the clerk to the governors at the school address. The governors will investigate and may invite you to meet them to discuss your concerns.

If you are still dissatisfied, after an investigation by the governing body, you may appeal to the local authority. In cases where you believe that the school has acted unlawfully or unreasonably or failed to fulfil a statutory duty, you can take your complaint to the Secretary of State for Education and Skills.

If you want further information or support I commend Parentline Plus to you as a source of information and advice (0808 800 2222).

All this looks very formal, but very few problems have to go through such steps because we work hard to understand and resolve problems as quickly as possible. In this way pupils of the school get the best possible chance to succeed in their learning.

Yours sincerely

Chair of Governors

G. Satisfaction survey for parents

This could be sent to parents two months after a bullying enquiry has taken place at the school to test out satisfaction with school systems. It should not be used if there is an on-going complaints procedure.

Anyplace school

Dear Parent/Carer

Two months ago your child was the subject of bullying behaviour. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for your child/you to report the bullying? (circle one)

1
(Not easy)

2

3

4

5
(Very easy)

Comment if we could improve:

H. Sample anti-bullying information sheet for staff (including temporary staff and contracted staff) working on the school site: Anyplace school

Is it bullying?

It is if individuals or groups are:

- calling them names;
- threatening them;
- pressuring them to give someone money or possessions;
- hitting them;
- damaging their possessions;
- spreading rumours about an individual or their family; or
- using text, email or web space to write or say hurtful things (cyberbullying).

It is also bullying if someone feels hurt because of things said about ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Anyplace school will not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again; and
- provide support to the person being bullied.

What should I do if I see bullying taking place?

Your role: _____

Interventions which the school uses:

- To make sure the child being bullied feels safe:

- To challenge the bullying behaviour:

- To provide support including contacting parents and other agencies: _____

I. Organisations that can offer support

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

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel 020 7843 1901

www.anti-bullyingalliance.org.uk

National Healthy Schools Programme

A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme co-ordinator – their contact details are on the website.

www.healthyschools.gov.uk

11 Million (the Office of the Children's Commissioner)

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.

Tel 0844 8009113

www.11million.org.uk

Ofsted

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

www.ofsted.gov.uk/

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel 0845 230 2560

www.actagainstbullying.com/

Actionwork

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel 01934 815163

www.actionwork.com/

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Tel 0808 800 5793

www.ace-ed.org.uk

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel 0845 338 5060

www.beatbullying.org

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel 01204 454958

www.bullyfreezone.co.uk

Bullying Online

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

www.bullying.co.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel 0800 1111

www.childline.org.uk

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

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

Tel 0116 259 3008

www.chatltd.com

Children's Legal Centre

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

Tel 0800 7832187

www.childrenslegalcentre.com

Commission for Racial Equality

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

Tel 020 7939 0000

www.cre.gov.uk

Diana Princess of Wales Memorial Award for Young People

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

Tel 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH)

Established to challenge homophobia in education.

Tel 0808 1000143

www.eachaction.org.uk

Education for All

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

Tel 020 7593 1851

www.stonewall.org.uk/education_for_all

Goldsmiths College

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

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

Kidscape

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

Tel 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel 0207 272 5630.

www.leaplinx.com

Mencap

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

Tel 020 7454 0454

www.mencap.org.uk

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.

Tel 0870 759 3388

www.missdorothy.com

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

www.autism.org.uk

National Children's Bureau

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

Tel 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

www.nspcc.org.uk

Parentline Plus

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

Tel 0808 800 2222

www.parentlineplus.org.uk

School's Out!

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.

Tel 01273 298299

www.schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel 020 7593 1850

www.stonewall.org.uk

Teachers TV

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

www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel 01483 684552

www.ukobservatory.com

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.
Tel 0845 3030900
www.victimsupport.org.uk

Young Voice

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

Youth Justice Board for England and Wales

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

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