



# **BARNSELY SAFEGUARDING CHILDREN PARTNERSHIP**

## **ANTI-BULLYING STRATEGY 2020 - 2023**

**August 2020**

### **Vision**

Every child, young person and adult has the right to be treated with dignity and respect.

We believe and expect that everyone will be able to live, work, play and learn in Barnsley in an environment that is free from fear and intimidation, persecution, aggression and emotional harm. We want our citizens to develop, learn and grow in safe environments so that they are able to make a positive contribution and achieve to the best of their ability.

## Contents

<b>Section</b>	<b>Title</b>	<b>Page</b>
<b>1</b>	<b>Introduction</b>	<b>3</b>
<b>2</b>	<b>Aims</b>	<b>3</b>
<b>3</b>	<b>Principles</b>	<b>3</b>
<b>4</b>	<b>National and Legislative Context</b>	<b>4</b>
<b>5</b>	<b>Local Context</b>	<b>5</b>
<b>6</b>	<b>Definition of Bullying Behaviours</b>	<b>5</b>
<b>7</b>	<b>Children with Additional Needs</b>	<b>7</b>
<b>8</b>	<b>Strategic Priorities</b>	<b>8</b>
<b>9</b>	<b>Conclusion</b>	<b>11</b>
<b>10</b>	<b>Review</b>	<b>11</b>
		<b>12</b>
<b>Appendix 1</b>	<b>Types of Bullying Behaviours</b>	
<b>Appendix 2</b>	<b>Legislative and National Guidance</b>	

## INTRODUCTION

Bullying is intentional aggressive behaviour. It can take the form of physical or verbal harassment and involves an imbalance of power. Bullying can be destructive and harmful to lives of children and young people. It affects not only the victims but also the perpetrators and those who witness bullying behaviour but do not intervene or seek help.

The effects of bullying can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression or even suicide. For any victim, bullying can have far reaching effects on their emotional well-being, social development, health and education and can have lifelong consequences.

The Barnsley Safeguarding Children Partnership recognise the need to protect those who experience bullying and support children and young people who engage in bullying behaviours. The aim being to effectively implement robust anti bullying strategies in practice to minimise the longer term impact of negative influences and experiences that can engender this type of unacceptable behaviour e.g. domestic violence, hate crimes.

The original Barnsley Anti Bullying Strategy, approved in November 2014 covered the period 2014 to 2016. This is the third revision of the Strategy, (2020 – 2023) which has been developed by a multi-agency task group as part of the BSCP structure, is based on the work of statutory, voluntary and community organisations to ensure that agencies take effective action to prevent bullying in all forms and guises. It provides an overarching framework to ensure that bullying behaviour is recognised and addressed appropriately whenever and wherever it occurs, by agencies working together to devise and implement effective strategies.

## AIMS

The aim of this Strategy is to establish a coordinated and consistent approach to tackling bullying in all Barnsley schools, youth and community settings. The BSCP, partner agencies, parents, carers, children and young people will work together from a shared understanding to develop evidence based practice, informed by the most recent guidance for significantly reducing instances of bullying between children and young people.

## VISION

*'Every child, young person and adult has the right to be treated with dignity and respect'* (BSCP 2017)

We believe and expect that everyone will be able to live, work, play and learn in Barnsley in an environment that is free from fear and intimidation so that they can develop, learn and grow in a safe environment and are able to make a positive contribution and achieve to the best of their ability.

To achieve our vision our Strategy aims to:

- Start in the early years, working alongside parents/carers to promote positive behaviour by supporting children to have a positive sense of themselves, and others; to form positive relationships, understand differences and develop respect for others.
- Promote the development and use of anti bullying strategies and practice in all education settings in line with inspection frameworks for keeping all children and young people safe.
- Support development of policies for preventing bullying.
- Raise awareness and promote communication to reduce bullying, harassment and violence by promoting positive, trusting relationships, increasing social and emotional resilience of potential victims and ensuring children, staff, parents, adults and communities are working in safe and healthy environments.
- Support agencies in meeting their statutory responsibilities to safeguard and promote the welfare of all children and young people.
- Encourage all partners to have clear referral pathways to ensure all forms of bullying are effectively challenged and dealt with – within an appropriate timescale.

- Ensure that reporting systems are effective, including the electronic recording system in schools, to provide valid information about the extent of the problem through accurate recording of the number of bullying incidents and outcomes.
- Establish responsibility for the database and collation of information on the source, nature and resolution of complaints
- Provide information and guidance in accessible formats for all types of bullying so that children and young people know what to do, where to get help and how to report and get support for others within their settings who are being bullied.
- Include a clear link to the safe use of digital technology to provide an effective response to e-bullying
- Secure the voice of the child/young person and ensure that they are actively involved where appropriate throughout the process from prevention to reporting and resolution.
- Have a clear and shared understanding of what bullying is and identify effective means of promoting the Anti-Bullying message
- Articulate a clear and systematic reporting line to the Safeguarding Children Partnership.

## PRINCIPLES

This Strategy is commissioned by Barnsley Safeguarding Children Partnership and reflects the principles and objectives of the Partnership and its partner agencies in protecting and promoting the safety and wellbeing of children and young people in Barnsley.

The Partnership is strongly committed to safeguarding and protecting children and young people, all of whom have a right to feel safe within their community, particularly from bullying and the fear of bullying. Bullying concerns will be dealt with in a timely and appropriate manner recognising and responding to the needs of both victim and perpetrator.

The Strategy contributes to key priorities of the Partnership in terms of:

- Ensuring that children and young people are safe from bullying and discrimination
- Work alongside parents and carers to ensuring that children and young people can achieve their full potential and make a positive contribution to their communities by developing positive relationships and choosing not to bully or discriminate.
- Ensuring a coherent, holistic approach to anti bullying across all partner agencies who work with children, young people and their families
- Ensuring that issues relating to bullying by staff or volunteers in agencies are referred to appropriate HR processes e.g. Grievance or Dignity at Work Procedures and / or the Local Authority Designated Officer if the behaviour of an adult is deemed to impact on the safety and well being of a young person
- Encouraging best practice through access to information and training
- Ensuring that incidents of bullying are reported and collated to provide an accurate picture of the issue across the Borough
- Encouraging agencies to share information appropriately where bullying is a concern on the basis that bullying is a safeguarding issue.
- Promoting the involvement of children and young people in the dissemination of learning about bullying and the impact it can have on a young person's health and wellbeing.
- Developing means of building social resilience by understanding the nature of the bullying relationship, the power imbalance and the different perceptions of bullying

## NATIONAL AND LEGISLATIVE CONTEXT

Children and young people identify bullying, together with domestic violence, as their two main concerns. In addition, there is increasing concern about gang culture affecting behaviours, including sexual bullying, mainly of girls.

Tackling bullying behaviour, including homophobic bullying and that linked to protected characteristics (outlined in the Equality Act 2010), is a key Government priority and it has published a range of guidance for local authorities, schools, children's homes, FE colleges, Youth Services and others. Guidance for schools recognises that:

*"Successful schools have policies to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that when incidents occur they are dealt with quickly. Successful schools create an environment that prevents bullying from being a serious problem in the first place. The best schools develop a more sophisticated approach in which staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest"*

These principles apply equally to other settings.

**See Appendix 2 for details of relevant legislation and formal guidance to reduce bullying, harassment and discrimination**

The **Anti-Bullying Alliance** (<http://www.anti-bullyingalliance.org.uk/>) is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learn. The Alliance campaigns for and raises the profile of the harmful effects of bullying on young people's emotional health and wellbeing, life chances and achievement. It provides resources, research, advice and guidance to local authorities and supports the National Anti-Bullying week each November.

## LOCAL CONTEXT

Consultation with children and young people in Barnsley tells us that bullying and discriminatory behaviour is a problem. Children and young people have reported that they do not always feel safe from bullying at school, travelling to and from school and in their own neighbourhood and public places. Whatever form it takes bullying is deeply hurtful and damaging to the victim.

It is a major priority in Barnsley to eliminate bullying, harassment and discrimination within children and young peoples' settings, including local communities.

Surveys of children and young people and direct conversations with Safeguarding Children Partnership members have identified that a proportion of pupils at all levels have experienced bullying or feel it is a problem. This may have occurred in school settings, in their local communities or possibly in their own families, particularly within sibling groups where there might be a child with behavioural difficulties.

Our local approach is consistent with and builds upon national legislation and guidance. It addresses local priorities identified from:

- Feedback from young people
- Recommendations from Serious Case Reviews
- Tell Us Surveys in Schools

Our Strategy links to a range of existing policies and guidance including:

- [DfE Guidance to head teachers, staff and governors on preventing and tackling bullying](#)
- [OfSTED inspection frameworks for schools and LA's](#)

## DEFINITION OF BULLYING BEHAVIOURS

There are variations on the precise definition of bullying behaviours which can include verbal, physical, emotional and social abuse directed at a person or group. It can be carried out by an individual or a number of people against a victim or victims. The majority include at least some of the following key characteristics:

- Aggression causing feelings of distress, fear, loneliness or lack of confidence.
- Deliberately hurtful - intended to intimidate, insult, frighten, humiliate or exclude a person or group.
- Abuse of or imbalance of power (asymmetric conflict) which may not always be apparent
- Repetitive and persistent - although a one-off incident such as posting of an image or sending of a text that is then forwarded to a group can become repetitive and spiral into bullying behaviour.
- Difficult for victims to report it and defend themselves

In advice to head teachers, staff and governing bodies the DfE (Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies - October 2014) defines bullying as:

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

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

Research by the NSPCC builds on these characteristics and identifies five essential components:

- Intention to harm: bullying is deliberate, with the intention to cause harm, e.g. friends teasing each other in a 'good-natured' way are not bullying, but a person teasing another with the intention to deliberately upset them is bullying.
- Harmful outcome: one or more persons are hurt physically or emotionally.
- Direct or indirect acts: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- Repetition: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- Unequal power: bullying involves the abuse of power by one or several persons who are (perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

It is **NOT** Bullying behaviour when:

*“Children and young people of a similar age and size find themselves in conflict, disagreeing, arguing or even fighting, without imbalance of power or use of intimidation”*



Examples include:

- Teasing between friends without intention to hurt
- Falling out after a quarrel
- Behaviour that all parties have consented to and enjoy (however this needs to be watched as coercion is subtle).

Conflict or disagreement between friends or peers whilst upsetting is not bullying behaviour. However, unresolved disagreements and failure to manage anger and resentment can escalate when one party constantly retaliates. In such circumstances a pattern of bullying behaviour can emerge if the conflict is not dealt with at an early stage.

Other areas of potential conflict that may arise include differences of opinion about what is considered bullying and what is not and different interpretations of specific incidents. In these cases all parties should attempt to arrive at a common understanding of the presenting issues and the adopted solution to resolve the problem.

What starts as bullying can turn into criminal behaviour e.g. some severe instances of bullying fall into the category of hate crime where prejudice is a key factor in determining the victim. In extreme cases of physical and psychological assault, e.g. threatening behaviour, sexual, homophobic or racial harassment, criminal damage and assault, cyber defamation – bullying behaviour becomes criminal and should be reported to the police.

See Appendix 1 for more details of bullying behaviours.

## CHILDREN WITH ADDITIONAL NEEDS

We recognise that particular groups of young people are more vulnerable and therefore at increased risk of bullying. The 2010 Department for Education report, **“Reducing bullying amongst the worst affected”**, states that bullying is more prevalent amongst groups of school pupils with Special Educational Needs (SEN). The report also correlates with data from the report **“Characteristics of Bullying Victims in Schools”** (2010). These reports identified that:

- Young people with a Special Educational Need and Disability (SEND) have nearly twice the chance of reporting being continually being bullied across the three years of the study.
- The higher the proportion of SEND pupils in a school, the higher the risk of being called names amongst all groups.
- SEND pupils are twice as likely to be made victims of social exclusion by their peers.
- SEND pupils are more likely to have their money or possessions taken and be victims of actual or threatened violence.

Similar principles also apply to children with disabilities. In **“Bullying Wrecks Lives”** (2016) Mencap identified

- 66% of learning disabled children and young people who are bullied experience it on a regular basis.
- 60% of those who were bullied had been subjected to physical attack.
- 77% had been verbally abused.
- 40% had been stolen from or left out.
- 80% were scared to leave their homes.

## The Equalities Act 2010

The Equalities Act 2010 protects people from discrimination on the basis of 'protected characteristics'. The Act applies to public bodies, including maintained schools and Academies. Relevant characteristics for public services and functions are:

- disability
- gender reassignment
- pregnancy and maternity
- race (including ethnic or national origins, colour and nationality)
- religion or belief
- age
- gender
- sexual orientation
- Married

These characteristics should be considered when incidents of bullying are reported to establish if there are possible causal links for the bullying behaviour.

Bullying behaviour can be described through:

- physical
- verbal
- racial
- homophobic
- cyber

Public bodies are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act. For example; making sure all policies and procedures treat everyone equally and fairly, and that they are implemented equally and fairly in all circumstances.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it. For example - removing or minimising disadvantages suffered by people (e.g. disabled pupils who are being subjected to bullying); taking steps to meet particular needs (for example enabling Muslim pupils to pray at prescribed times); or encouraging people to participate fully in any activities (e.g. encouraging both boys and girls, and pupils from different ethnic backgrounds, to be involved in the full range of school societies).
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it. For example - aspects of the curriculum which promote tolerance and friendship, or which share understanding of a range of religions or cultures, the behaviour and anti-bullying policies, assemblies dealing with relevant issues, involvement with the local communities, twinning arrangements with other schools which enable pupils to meet and exchange experiences with children from different backgrounds, or initiatives to deal with tensions between different groups of pupils within the school itself.

## **WHAT DO WE WANT TO ACHIEVE - STRATEGIC PRIORITIES FOR 2020 - 2023**



After multi-agency consultation with key partners we have identified five Strategic Priorities:

## **Strategic Priority 1**

### **Gathering information and data and managing how we use it**

*It is vital that data is collected regularly, analysed and shared appropriately to inform the ongoing progress and development of anti-bullying work and to ensure that responses to concerns are targeted and robust.*

Work with all relevant agencies including schools, health agencies, police, children's social care, children, young people and parents / carers to gather information and data about bullying incidents to promote evidence based decision making.

Encourage schools and other agencies to record and report bullying incidents

Review current recording and reporting systems to ensure data is accurate, timely and complete.

Ensure schools have access to the most recent guidance on preventing and tackling bullying e.g. DfE/Ofsted

Manage the data effectively to provide an accurate picture of the extent of the issue across the Borough.

Consider how to use qualitative data to share learning/solutions with colleagues

Analyse collated data to identify and track trends to highlight priority areas and target intervention and support to those areas.

Report data to Barnsley Safeguarding Children Partnership at an agreed frequency and format to facilitate the Partnership's oversight and allow partner agencies to inform their own practice, policies and procedures.

## **Strategic Priority 2**

### **Participation and raising awareness through involvement of partner agencies and the wider community to promote successful and creative partnership working**

*Development of true partnership working is a key to ensure bullying is addressed at all levels and within all partnerships to promote a consistent message and response. Communicating within, across and beyond Borough boundaries is essential to capture, share and disseminate good practice. Work must be linked to the Strategy to ensure value for money and maximise effectiveness to increase the overall capacity of services to deliver support to children and young people.*

Encourage adherence to a zero tolerance approach through promotion of the Safeguarding Partnership Anti-Bullying Strategy

Develop wider involvement and engagement of partner agencies and the local community to tackle bullying.

Make everyone aware of the effects of bullying and what needs to be done to prevent it we need to promote positive anti-bullying work and initiatives.

Actively promote Anti Bullying Week and other relevant national, regional and local initiatives across organisations to raise awareness.

Promote and provide support and guidance in tackling homophobia and homophobic bullying in local schools.

Work with partner agencies including schools; academies; voluntary and independent sector agencies to ensure that they have their own anti-bullying policies and strategies in place which align with good practice and are applied consistently and reviewed regularly following consultation.

Identify and exploit opportunities for training and development of good practice in conjunction with the Workforce Management and Development Sub-Committee.

Through the Local Authority Designated Officer, ensure that issues relating to professionals / volunteers bullying behaviour are addressed.

Share and promote availability of anti bullying guidance and other useful resources.

Engage with schools through the Youth Council to develop Peer Mentors who are able to support pupils. This should include peer mentors who share the same protected characteristics e.g. peer mentors to provide support to BME pupils who are victims of racist bullying.

### **Strategic Priority 3**

#### **Prevention and intervention through embedding best practice in schools and other settings**

*All key partners have a responsibility to ensure that bullying behaviour is dealt with promptly and effectively. Central to raising partner confidence in dealing with such behaviour is a commitment to provision of training opportunities on a range of prevention and intervention anti-bullying strategies as well as building on and sharing best practice.*

Promote a whole school/organisation approach to bullying through provision of appropriate guidance and training, based on the most recent good practice guidance (DfE March 2014). Schools should create a safe environment where pupils can discuss the cause of their bullying without fear and intimidation. Schools also have a duty of care if an incident of bullying takes place outside the school premises is reported to the school.

Promote the engagement of all schools, colleges and early years in SEAL and other related programmes.

Develop and provide specific guidance and training programmes for staff and children/young people to promote peer support including peer mentoring, peer counselling and peer mediation.

Explore and build on existing examples of good practice from schools and relevant organisations e.g. the YOT in relation to restorative justice and mediation

Work with South Yorkshire Police to encourage school partnerships through the Safer Neighbourhood Partnerships

Develop clear pathways and processes to deal with parental complaints

### **Strategic Priority 4**

### ***Involving children and young people***

Children and young people have an instrumental role in shaping the anti-bullying agenda. It is our responsibility to ensure that all children and young people are given the opportunity and encouragement to have their voices heard particularly in relation to an issue of such direct impact.

Ensure policies and strategies include input from children and young people, including primary age children and particular vulnerable groups. Particular efforts need to be made to involve pupils from groups who are more likely to experience hate and harassment.

Work with children and young people's settings to encourage and facilitate their participation in anti-bullying strategy and policy development.

Ensure that relevant settings and services recognise the importance of actively involving young people in finding their own solutions and supporting each other to address bullying behaviours

Further develop the role of the Youth Council, School Councils and College Councils to take a leading part in developing, reviewing and evaluating the Anti-Bullying Strategy.

Promote a culture of participation and engagement

Encourage young people to act as ambassadors to promote anti-bullying work e.g. **Diana Award holders, cyber mentors, Stonewall Champions.**

Provide relevant guidance and training on participation for staff who work with children and young people

### **Strategic Priority 5**

#### **Monitoring and evaluating the impact of the Strategy and revising where required**

*The Policy, Procedures and Practice Developments Sub-Committee has a key role in monitoring and evaluating the impact of anti-bullying strategies and initiatives. It will maintain a regular overview through receipt of collated and analysed data and report to the Safeguarding Partnership*

Ensure that monitoring and evaluating processes are firmly embedded into all anti-bullying practice to demonstrate impact and effectiveness of the work.

Encourage and support key partners and all children and young peoples' settings to regularly monitor and evaluate existing anti-bullying policies and procedures.

Provide regular feedback to children, young people, parents and carers on the progress of this Strategy.

Identify, share and celebrate successes and good practice.

## **CONCLUSION**

BSCP hold the view that bullying in any guise is unacceptable. We aim to address the problem through training and support, working within a framework of policies and procedures which maintain a focus on anti bullying. The major requirements are to protect and safeguard the victim whilst also addressing the needs of the perpetrator to bring about a long term change in their attitudes and behaviours.

The development of effective training resources and awareness raising activities are critical elements in ensuring that professionals feel confident in addressing these issues.

## **REVIEW**

This Strategy will be subject to regular monitoring by the Policy, Procedures and Practice Development Sub-Committee and will be reviewed annually with an annual report be provided to the Partnership evaluating overall effectiveness and impact. We will work with our schools, settings, services and partners including parents carers, children and young people to ensure we have the correct up to date information based on local intelligence to inform the annual report that feeds back into the Partnership.

## **EQUALITY IMPACT ASSESSMENT**

This protocol has been equality impact assessed. If on reading the document, you feel there are any equality and diversity issues, please contact the Safeguarding Children Partnership [safeguardingchildren@barnsley.gov.uk](mailto:safeguardingchildren@barnsley.gov.uk). If necessary, the document will be reviewed.

**Approved by Barnsley Safeguarding Children Partnership:**

**Date for Review – August 2023**

## TYPES OF BULLYING BEHAVIOURS

Behaviour	Personal aspects		Social aspects	Criminal
<b>Verbal bullying</b> Deliberately intended to hurt, intimidate, frighten, harm or exclude or group	<ul style="list-style-type: none"> <li>name calling</li> <li>belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender</li> <li>nasty teasing</li> <li>hurting a person's feelings</li> <li>sexual harassment</li> <li>making personal threats</li> </ul>		<ul style="list-style-type: none"> <li>alienating a person from their friends and social groups</li> <li>damaging a reputation</li> <li>excluding and not including in small or larger group activities</li> <li>spreading rumours</li> <li>using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group</li> <li>ostracising</li> <li>malicious gossiping</li> </ul>	<ul style="list-style-type: none"> <li>coercing people or daring them to do illegal acts</li> <li>inciting others to do dangerous things</li> <li>inciting hatred towards an individual or group base on faith, race, sexual orientation or towards those with special needs or disabilities</li> <li>sexual harassment and "sexting"</li> <li>threats about damaging a person, their family, friends or property, including inflicting physical harm</li> <li>intimidating telephone calls</li> <li>Taunting based on faith, race, special needs, disabilities or sexual orientation.</li> </ul>
<b>Non verbal bullying</b> Deliberately intended to hurt, intimidate, harm, frighten or exclude a person or group	<ul style="list-style-type: none"> <li>intimidation through gesture</li> <li>hiding, stealing or damaging a personal belongings.</li> <li>dirty looks</li> <li>sending written threats</li> </ul>		<ul style="list-style-type: none"> <li>setting someone up to take the blame publicly</li> <li>shunning someone – not speaking with or interacting with them</li> </ul>	<ul style="list-style-type: none"> <li>theft</li> <li>stalking</li> </ul>
<b>Physical bullying</b> <ul style="list-style-type: none"> <li>a direct physical attack on a person</li> <li>an indirect attack on property or belongings</li> </ul>	<ul style="list-style-type: none"> <li>beating</li> <li>biting</li> <li>choking</li> <li>kicking</li> <li>punching</li> <li>shaking</li> <li>slapping</li> <li>shoving</li> <li>urinating</li> </ul>	<ul style="list-style-type: none"> <li>tripping</li> <li>spitting</li> <li>hitting</li> <li>poking</li> <li>throwing</li> <li>ignoring</li> <li>groping or unwanted touching</li> </ul>	<b>Social aspects</b> of physical bullying include embarrassment and public humiliation <b>Group bullying</b> is when a child or young person is outnumbered or picked on in some of the following ways: <ul style="list-style-type: none"> <li>blocking the way</li> <li>forced to participate in initiation rites</li> <li>forced to do unwanted things in front of others</li> <li>having belongings destroyed, stolen and / or ridiculed</li> <li>demanding money</li> </ul>	<ul style="list-style-type: none"> <li>extortion with threats</li> <li>sexual abuse, sexual violence</li> <li>threatening with a weapon</li> <li>using a weapon to inflict harm (assault)</li> <li>physical assault</li> <li>stealing</li> <li>'happy slapping'</li> <li>criminal damage</li> </ul>

<p><b>Technological Bullying</b></p> <p>The majority of verbal and non verbal behaviours can be carried out using new forms of technology therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously and may have wide reach.</p>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> <li>• email</li> <li>• text messages</li> <li>• internet forums</li> <li>• making malicious or prank phone calls</li> <li>• instant messaging</li> <li>• internet chat rooms</li> <li>• personal websites</li> <li>• creating web pages which aim to intimidate psychologically and / or physically threaten, or socially damage an individual or group</li> </ul>	<ul style="list-style-type: none"> <li>• taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent to or shared with others</li> <li>• setting up or contributing to online forums or websites, where users post malicious comments about a person or group</li> <li>• prolonged campaigns of harassment may occur aimed at both students and staff,.</li> <li>• Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator</li> </ul>	<ul style="list-style-type: none"> <li>• using any of these technological methods to threaten, intimidate or harass an individual or group</li> </ul> <p>Flash mobbing at a designated place with malicious intent is a criminal offence.</p>
--	--	---	---

Government guidance is clear that there is no tolerance of bullying behaviours in any form. Head teachers and schools have powers to intervene in serious bullying cases. Anyone can be a target and we recognise that bullying is not confined to children and young people. Some young people report that they are being bullied by an adult who could include a parent or staff. Teachers have reported being bullied especially by technological means by young people and other staff. All concerns should be addressed and dealt with appropriately and victims should be referred for sources of help and support.



## **CATEGORIES OF BULLYING BEHAVIORS**

### **Bullying related to race, religion or culture**

This can be defined as “a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status” Surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to be a factor in bullying and harassment. Research suggests that where black and ethnic minority children experience bullying it is likely to be severe.

### **Bullying related to special educational needs (SEND) or disabilities**

As stated above, children and young people with SEN and disabilities are at higher risk of bullying than their peers. Whether in mainstream or special schools such children do not always have the levels of social confidence and competence and robust friendship bonds that can protect against bullying. Prejudice evident in primary years is resistant to change in secondary years. Schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and it is specifically covered in anti-bullying policies. Where children with SEN and disabilities are perpetrators schools should expect the same standards of behaviour and apply to the rest of the school community. Although children with SEN and disabilities may suffer the common forms of bullying such as name calling they can also be subject to additional forms such as:

- Manipulative bullying where the perpetrator entices the victim to act in a certain way and do something they should not do when they might not be able to recognise that the action is wrong.
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sound.
- Conditional friendship where the victim is “allowed” to be in the friendship group only on certain conditions which are intended to get the victim into trouble, humiliate them or put them in danger.
- Persistent apparently “low level” bullying with no relief which eventually causes the victim to “snap”. This is common for children on the autistic spectrum who may become very angry when this occurs.
- A hierarchy, based on skills, can develop amongst children with disabilities of various kinds with bullying within the hierarchy.
- High levels of bullying are typical between children with emotional and behavioural difficulties as well as bullying of them by other children.
- Young people with disabilities report being bullied in the street, on the bus and in their neighbourhoods e.g. in shops or public places.

### **Bullying related to appearance or health conditions**

Those with health or visible medical conditions such as facial disfigurement may be more likely to become targets for bullying behaviour. Perceived physical limitations such as size, weight or other body image issues can result in bullying. Obvious signs of affluence or lack of it can also be exploited.

### **Sexual, sexist and transphobic bullying**

Sexual bullying includes behaviour where sexuality is used as a weapon by both genders. It can be carried out to a person’s face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. It may involve name calling, comments, overt looks about appearance or attractiveness, uninvited touching, innuendos, pornographic imagery, badges and clothing or inappropriate sexual material. In extreme forms it may lead to sexual assault or be linked to domestic violence. Transphobic bullying refers to someone thought to be transgender or gender dysphoric.

## **Homophobic bullying**

This is bullying linked to sexual orientation. Young people who are, or who are perceived to be, lesbian, gay or bisexual face a higher risk of discrimination. It is the least likely to be self reported since disclosure carries risks not associated with other forms of bullying.

## **Bullying of young carers or children in care or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers, undertaking practical emotional caring responsibilities face difficulties including ill health, stress and fatigue, especially when they provide care during the night. Children in care may be vulnerable to bullying as they are not living with their birth parents or have fallen behind with their studies.

## **Environmental and family influences**

Young people may be heavily influenced by their communities or homes where bullying and abuse are common features. Bullying at school may arise from trauma or instability at home related to domestic violence. There is a clear link between bullying and domestic violence as both involve an imbalance of power. Children in domestic abuse situations can model the perpetrator's behaviour and become bullies themselves. Bereavement or being part of a refugee family are other instability factors making a child more susceptible to bullying. Siblings of vulnerable children may be the subject of bullying by association.

## APPENDIX 2

### LEGISLATIVE AND NATIONAL GUIDANCE

#### National and International Legislation

- [United Nations Convention on the Right of the Child 1991](#)
- [Human Rights Act 1998](#)
- [Race Relations \(Amendment\) Act 2000](#)
- [Local Government Act 2000 – Section 104](#)
- [The Crime and Disorder Act 1998](#)
- [The Anti-Social Behaviour Act 2003](#)

#### Department for Education

- [School Standards and Framework Act 1998 – Section 61](#)
- [Education Act 2002 – Sections 157 and 175](#)
- [Children Act 2004](#)
- [Safe to Learn](#)
  - Embedding Anti-bullying work in Schools (DCSF 2007)
  - Cyber bullying
  - Homophobic bullying
  - Racist bullying
  - Children with Special Educational Needs and Disability
- [Equalities Act 2010](#)
- [Bullying – A charter for Action](#)
- [Safe from Bullying guidance for local authorities and other strategic leaders on reducing bullying in the community](#)
  - Safe from bullying on journeys
  - Safe from bullying in FE Colleges
  - Safe from Bullying in Extended Services in and around Schools
  - Safe from Bullying in Children's Homes
  - Safe from Bullying in Youth Activities
  - Safe from Bullying in Play and Leisure Provision
- [DfE Behaviour and Discipline in Schools Guidance](#)

#### Other useful sites

[Yorkshire and Humberside Grid for Learning](#)  
[BeatBullying](#)  
[The Diana Award: Anti-Bullying Ambassadors programme](#)  
[The Bullying Intervention Group \(BIG\)](#)  
[Restorative Justice Council](#)  
[ChildNet International](#)  
[Think U Know - resources from Child Exploitation and Online Protection \(CEOP\)](#)  
[Changing Faces](#)  
[Show Racism the Red Card](#)  
[Kick it Out](#)

[Ofsted](#)  
[Stonewall](#)  
[Mencap](#)  
[Anne Frank Trust](#)  
[Kidscape](#)  
[Anti-Bullying Alliance](#)