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Sense College - Operational Strategy

# Learner Anti-Bullying

# Information and Process

### Outcomes

This strategy sets out the approach taken by Sense College to preventing and tackling incidents of bullying behaviour of college learners and supported people, with a view that:

* Everyone should be able to learn in an environment that is free from bullying of any kind, in which they feel safe and supported;
* Learners, staff and visitors should feel safe and know how to raise bullying concerns;
* Learners, staff and visitors should feel confident that bullying concerns will always be taken seriously;
* Learners, staff and visitors should know how to report any concerns they have;
* The response to bullying incidents must be reasonable, proportionate and consistent.

Bullying between staff is covered by the separate Sense document HR031 Bullying and Harassment Policy and Procedure (May 2021).

For the college learner anti-bullying strategy to be effective, it is important that staff are clear about its purposes and understand the processes.

Sense College aims to establish and maintain a tolerant, bully-free environment for all its members. We believe it is important that all members of the college community feel safe and are able to achieve their full potential.

In addition, such a culture supports the personal and social development of the people we support. Everyone must play their part to enable the safety and happiness of others within the college. It is only by everyone working together that we will achieve this aim.

### Who is this strategy is for?

* The individuals Sense supports
* All College Staff
* Families and carers
* Visitors to the college
* Governors

### What is this strategy about?

Sense College encourages positive behaviour and respect for others. Bullying behaviour will therefore not be tolerated. Everyone (including learners, staff and visitors) has a right to feel safe and happy.

This document sets out how Sense College will go about applying the principles and processes to create a safe and secure environment for all.

This strategy sets out everyone’s responsibilities and provides information about the types of bullying which can occur.

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### Introduction

## **Underpinning Philosophy and Principles:**

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group – either physically or emotionally.

**Preventing and Tackling Bullying DfE 2013; updated July 2017 (Appendix 1)** has been produced for head teachers/principals, staff and governing bodies. The document was produced to help schools prevent and respond to bullying as part of their overall behaviour strategy/policy. It outlines, in one place, the Government’s approach to bullying, legal obligations and the powers schools/colleges have to tackle bullying and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face. This document, although aimed at schools, is also relevant to colleges.

Anyone can be bullied at any time. Bullying can take place:

* Between learners;
* Between learners and staff;
* Between staff;
* Between staff and learners;
* Between family members or carers and learners;
* Between visiting professionals or members of the public and learners or staff;
* Between learners and family members or carers.

The Department for Education have also provided advice for both education staff and parents relating to cyberbullying – bullying whilst online. (See **Appendix 2** and **Appendix 3**)

Further information about recognising bullying can be found within the Sense College document **Information about Bullying (Appendix 4)**.

### Practice

## **Part One:** Recognising Bullying

Bullying, in general, will aim to hurt another person through cruel, offensive and insulting behaviours. Bullying and harassment means any unwanted behaviour that makes someone feel intimidated, degraded, humiliated or offended and may include physical acts of aggression or other forms which are less obvious to those around. It often manifests itself in what is known as low level abusive behaviour.

Bullying behaviour may need to be reported through the safeguarding process in accordance with the relevant Sense safeguarding policy and procedure. This may also require the intervention of the law enforcement agencies.

Some of the ways in which bullying may occur are listed below: (This list is not exclusive)

* Verbal – threats, insults, nasty teasing, name calling, taunting;
* Physical – assault, hitting, damage to belongings;
* Relational – malicious gossip, social exclusion;
* Sexual or sexist bullying;
* Communication methods such as the written words or pictures;
* Stealing or taking money or possessions;
* Harassment (unwanted conduct which violates a person’s dignity, or creates an intimidating, hostile, degrading or humiliating environment);
* Cyber bullying (using information and communications technology (ICT), particularly mobile phones, social media and the internet, to deliberately upset or offend someone else);
* One individual bullying another individual or a group of individuals;
* A group bullying an individual or another group;
* Face to face bullying;
* Indirect bullying (bullying through another person/3rd party).

**Possible Signs of Bullying**

This following list demonstrates changes that can be seen in an individual. This list is not exhaustive, but could, in certain circumstances indicate bullying is taking place:

* Changes in mood/behaviour;
* Increased anxiety;
* Lowered self-esteem;
* Unexplained bruising/marks (may recur);
* Avoiding a person/group of people or situation;
* Over anxious to please;
* Short of money;
* Broken or missing possessions;
* Anxious about social media posts/messages;
* Sudden lack of enthusiasm for interests/hobbies;
* Nightmares, difficulty sleeping;
* Headaches, stomach ache, feeling sick;
* Sudden incontinence;
* Self-harm.

Signs that someone may be involved in bullying behaviour towards someone else could include:

* Suddenly having unexplained money;
* Being in possession of someone else’s property;
* Trying to be alone with someone;
* Appearing to exercise undue influence over someone’s decision/choices/actions;
* Speaking ‘for’ someone;
* Changes in mood/behaviour;
* Sudden and/or surprising changes in friendships;

This list is not exhaustive and there may be another explanation. Unwanted behaviour which causes someone to feel bullied may not be intentional, but will still require appropriate input to change. If a member of staff allows or condones bullying, it is a safeguarding issue.

Sense College recognises that bullying can occur in the workplace and that staff may also become the victims of bullying. Sense College does not condone bullying in any form; and anyone who feels they are a victim, or who has witnessed something which may be bullying, should report the matter to their line manager or another senior member of staff. Their concerns will be taken seriously and referred to the appropriate Sense policies and procedures for information on how the matter will be dealt with. Staff can also contact a manager or advisor from HR (Human Resources department) for help and support.

## **Part Two:** Tackling Bullying

How to report bullying

Learners need to feel safe and confident that their story will be heard. They may:

* Report incidents of bullying to their support worker, educational coordinator, personal tutor, or any member of staff they feel comfortable talking to;
* Contact their mentor or advocate;
* Talk to their parents, family members, carers or social workers;
* Demonstrate in other ways that they are unhappy and don’t feel safe.

Anyone can report bullying to the college. Not all learners will recognise that they are being bullied, or have been the victim of bullying. Some are not able to raise their concerns using formal communication methods. Staff must be vigilant for signs which could indicate bullying may be taking place, even if the learner is unable to make a complaint or report what is taking place for themselves.

What happens next

If bullying is reported or observed, the member of staff to whom it has been reported to should:

* Take steps to ensure the learner is safe;
* Make time to listen calmly to the learner who has been bullied, using effective listening techniques;
* Ensure they do not lead the learner (e.g. did ‘*x’* do this?);
* Make a note of the bullying incident using the ‘**Potential Bullying Incident Report Form’ (Appendix 5)**;
* Inform the Education Services Manager (ESM) or in his/her absence, the Vice Principal for Safeguarding, Behaviour and Learner Wellbeing (VPSBLW) / Designated Safeguarding Lead (DSL), or a member of the College Senior Management Team (SMT);
* Try to determine how the learner who has been bullied would like the situation resolved.

When speaking to the learner, staff should consider:

* Whether or not they are familiar with the learner’s preferred method of communication;
* If the location where the communication takes place is appropriate (e.g. is the learner comfortable, will s/he be able to hear/see/communicate with you etc?);
* If it is appropriate to introduce the topic. Time should be taken to discover what has happened and clarify what the learner has communicated, as well as consideration given to whether or not the meeting should be drawn to a close if the learner is becoming upset;
* If the learner has been given the time to think about what is being asked of them and then time to respond appropriately;
* Sometimes a staff member may use a care file note to report a concern that a learner may be a victim of bullying behaviour, especially if the learner is unable to formally communicate this for themselves;
* It may become apparent from behaviour report forms and/or care file notes, that bullying may be occurring. This should be brought to the attention of the Deputy Designated Safeguarding Lead (DDSL), usually the Education Services Manager (ESM) in each centre.

The DDSL will inform the DSL/Vice Principal (SBLW) of the incident both verbally and in writing; copying in the Principal and Executive Principal. The DDSL in conjunction with the Vice Principal (SBLW), DSL or another member of the SMT, will make a decision about what is to happen next, which will include one or more of the following:

* Completion of an initial fact find;
* Safeguarding the learner who has experienced bullying and identifying sources of support for the learner where appropriate;
* Referral for Positive Behaviour Support from a Behaviour Support Adviser, as appropriate;
* Provide support for both the person who has experienced bullying and the person who has carried out the bullying behaviour;
* Agreeing an action plan to stop the bullying behaviour, with the agreement and consent of both parties;
* Notifying appropriate external agencies e.g. Local Authority, Education & Skills Funding Agency, Local Safeguarding Board;
* Commencing an investigation (if appropriate) and appointing an investigating officer;
* Undertake an investigation into the facts of the situation, making recommendations for action as appropriate;
* Working with the perpetrator to ensure that they learn from the experience and modify the bullying behaviour, possibly through multi-agency support;
* Increasing awareness about bullying across the college and/or resource centre.
* In extreme cases where the perpetrator has mental capacity and there is persistent bullying, the college may consider exclusion, in which case the Sense College Exclusion Strategy will be applied.

This list is not exhaustive.

Follow up actions

After a bullying incident has been reported and actioned, the DDSL should:

* Consult with the ‘victim’ about further action and take their wishes into account;
* Monitor the situation, in a way agreed with all parties;
* Record any further bullying incidents and action taken;
* Report back to the victim;
* Follow up discreetly;
* Pass any concerns about a learner to other staff who may be teaching them, when safe to do so;
* Raise awareness and empathy for ‘looked after’ learners and those who are carers to reduce the bullying they experience;
* Liaise with Residential Care Managers on anti-bullying initiatives for learners in care.

The college will use a bullying incident as a learning opportunity for everyone.

A **Flow Chart** is provided in **Appendix 6**, which gives a simple overview of the process undertaken by the college when an allegation or suspicion of bullying is noted.

## **Part Three:** Effects and Approaches

The effects of bullying

Learners achieve the best results when they feel safe, motivated and happy. Bullying can have a serious, negative effect on learning.

All bullying is serious, but cyberbullying can make learners feel particularly vulnerable as it may be more easily hidden.

The psychological effects of bullying should not be underestimated – bullying can lead to long term extreme distress, depression and even suicide.

Bullying behaviour may be learned or copied. If not stopped, being bullied may lead to a bullied person starting to bully others and a culture of bullying can develop.

A holistic approach to preventing bullying

Sense College upholds and promotes the Fundamental British Values (FBV) of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

Sense College strives to ensure that:

* The contribution of all learners is valued;
* All learners should feel secure and able to contribute appropriately;
* Stereotypical views are challenged and learners are taught to appreciate and view differences in others positively; whether arising from race, age, religion/belief, culture, gender, sexuality, ability, disability or other reasons;
* All forms of bullying and harassment are challenged;
* Learners are supported to develop their social and emotional skills;
* The curriculum includes social and emotional aspects.

Sense College complies with Sense policies and procedures which seek to ensure that staff feel safe in the workplace too and this is covered in the Sense HR31 Bullying and Harassment Policy and Procedure (May2021) which is for all Sense employees.

## **Part Four:** Explanation for Learners

Sense College has produced a leaflet that can be used to provide learners with information about anti-bullying – see  **Anti-Bullying Information for Learners (Appendix 7)**.

Staff should explain the information contained within this document in a way that learners can understand, which might include using pictures or other alternative methods of communication (as many learners at the college do not use formal communication). However, if learners are able to understand the formal Anti-Bullying Strategy, they should be given this full document.

If alternative formats of this document are required, a request can be made to the college Principal.

## **Part Five:** Support and Intervention

Support for the targeted learner

Depending upon the nature of the incident, targeted learners may need support following a bullying incident. This could involve:

* Personal Tutor/Mentor support;
* Counselling;
* Involvement of other agencies such as the local Safeguarding Board;
* Specific group work interventions around confidence and self-esteem to develop their social and emotional skills.

The DDSL, with SMT support, will liaise with the relevant individuals and action any requirements following on from the anti-bullying process.

Support for the alleged perpetrator

The alleged perpetrator may need support to stop the bullying behaviour. Depending on the nature of the incident, this could involve:

* Personal tutor/mentor support;
* Counselling
* Input and support from external agencies and partner organisations
* Support from family and carers
* Targeted learning activities

These lists are not exhaustive. Each case must be addressed individually to determine the best actions.

Interventions

The organisation’s approach to intervention is to support and resolve each case on its own set of circumstances and to respond accordingly.

However, the goals of any intervention should always be the same:

* To make the targeted person feel safe;
* To stop the bullying and change the bully’s behaviour;
* To make clear to everyone that bullying is unacceptable;
* To learn lessons from the experience that can be applied in future.

## **Part Six:** Responsibilities

Everybody has a responsibility to promote and embed this strategy and processes into daily college life.

**Staff will:**

* Foster a supportive and caring environment at college;
* Follow the strategy and be vigilant about bullying incidents;
* Be mindful of the fact that bullying may not always be reported in a traditional way. It may be that a learner is unable to report bullying using formal communication. Staff should be vigilant and observe learners’ behaviour in addition to other methods of communication;
* Follow the relevant procedures for documenting and reporting any incidents of bullying that they become aware of;
* Be supportive of other members of staff.

**Deputy Designated Safeguarding Leads / Education Service Managers will:**

* Support staff who have queries about bullying and act on any reports of bullying, in accordance with this strategy and other relevant Sense policies and procedures;
* Provide leadership and by example, encourage good behaviour and respect, with the aim to prevent all forms of bullying among learners;
* Take appropriate action in conjunction with safeguarding responsibilities, report bullying to the Vice Principal (SBLW), Principal and Executive Principal verbally and in writing, and monitor patterns of incidents within their particular centre.

**The Designated Safeguarding Lead/Vice Principal (SBLW), Principal and Executive Principal will:**

* Monitor bullying incidents in the college as a whole, by reviewing bullying data;
* Ensure that the Learner Focused Anti-Bullying Strategy and processes are implemented across all college sites and at all external venues used;
* Ensure that learning from incidents is applied consistently across the college.

**Sense College Governors will:**

* Take steps to ensure that the college fosters a positive and supportive environment, in which everyone feels safe;
* Monitor the level of incidents of bullying and take appropriate steps to support college management in handling any such incidents.

**Bystanders** (including other learners, family members, carers, visitors or any staff member, who knows or suspects bullying) **will**:

* Inform the relevant members of staff of their concerns;
* Inform the college if they have concerns over bullying of any learner attending college that they have contact with.

## **Part Seven:** Related Documents and Sources of Reference

Further internal sources of information to support this strategy and provide guidance and possible actions include:

* Sense College Tackling Extremism and Radicalisation Strategy
* Sense College Sharing Nude and Semi-nude Images Strategy
* OS11 Safeguarding Children and Young People – Procedure and Guidance
* OS11 Safeguarding Appendix, Safe Guide – What is Abuse?
* OS12 Safeguarding Vulnerable Adults – Procedure and Guidance
* Sense College E-Safety Strategy
* Sense Bullying and Harassment Policy and Procedure
* HR01 Staff Handbook
* HR02 Equality, Diversity and Inclusion Policy
* HR05 Whistleblowing Policy and Procedure
* HR08 Disciplinary Policy and Procedure
* HR09 Grievance Resolution Policy and Procedure
* HR22 Social Media Policy
* OS02 Positive Behaviour Support Procedure and Guidance – Adults
* OS05 Positive Behaviour Support Procedure – Children and Young People

Wider reading and further information can also be found via the following external links:

* Keeping Children Safe in Education – <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
* Working Together to Safeguard Children – <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
* NSPCC – [www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/](http://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/)
* CEOP – [www.thinkuknow.co.uk/](http://www.thinkuknow.co.uk/)
* Education Against Hate - <https://educateagainsthate.com>
* Sexual violence and sexual harassment between children in schools and colleges (from Sept 21) – <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>
* Tackling race and faith targeted bullying face to face and online – <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759004/Tackling_race_and_faith_targeted_bullying_face_to_face_and_online_-_a_guide.pdf>
* Preventing and tacking bullying – <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf>

### Quality Assurance

Bullying incidents will be reviewed by the DSL / Vice Principal SBLW in the first instance and all incidents and complaints will be monitored by the Principal and Executive Principal.

If anyone is not happy with the way a bullying incident has been handled after alerting a member of staff to, or raising, an incident of bullying, they should contact a member of college SMT. In addition, individuals are directed to the **Sense CE01 Complaints Policy**, which is available on request or via the website.

This strategy and process will be reviewed:

* Annually, in line with the college document review cycle;
* After a serious bullying incident;
* Whenever there is a need.

### Conclusion

Sense College believes that by recognising, tackling and preventing bullying, the quality of provision can be significantly enhanced by raising standards, increasing learner confidence and achievements, as well as supporting staff to develop their practice.

*For Quality Assurance Use only:*

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| *Policy/Procedure:* | **Sense College Anti Bullying Strategy v08** |
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**Appendix 1**



**Preventing and tackling bullying**

**Advice for headteachers, staff and governing bodies**

**July 2017**

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# Summary

## **About this advice**

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

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

This document has therefore been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy.

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

## **Review date**

This advice will be kept under review and updated as necessary.

## **Who is this advice for?**

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

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

It may also be useful for:

* FE and community settings.

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

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

## **The Education and Inspections Act 2006**

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

## **The Education (Independent School Standards) Regulations 2014**

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

## **The Equality Act 2010**

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

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

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

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

## **Safeguarding children and young people**

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

However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

## **Criminal law**

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

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

## **Bullying which occurs outside school premises**

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances.This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

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

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

More detailed advice on teachers’ powers to discipline, including their power to discipline pupils for misbehaviour that occurs outside school, is included in ‘Behaviour and discipline in schools – advice for headteachers and school staff’ *–* see further sources of information below.

# What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn’t acceptable and help stop negative behaviours escalating.

Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

## **Cyber-bullying**

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

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

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

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

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

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

# Dealing with bullying

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

## **School’s accountability**

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. Ofsted hold schools to account for how well they deal with behaviour and bullying. The Ofsted Inspections Framework includes 5 criteria for inspections, one of which is personal development, behaviour and welfare, which covers bullying.

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

## **Prevention**

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

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

Successful schools also:

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

## **Intervention - Support for pupils who are bullied**

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

### Vulnerable pupils

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

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

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

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

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

### Where bullying has a severe impact

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

In July 2012 the cross Government [*No Health Without Mental Health*: *Implementation*](https://www.gov.uk/government/publications/mental-health-implementation-framework)[*Framework*](https://www.gov.uk/government/publications/mental-health-implementation-framework) was published. It describes the role that both schools and local authorities should play in supporting children and young people’s mental health and wellbeing.

### Special Educational Needs and Disabilities (SEND) Code of Practice

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

### Separate on site provision

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

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

### Alternative provision

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

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

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

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

## **Intervention - Discipline and tackling underlying issues of bullying**

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

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

## **Support for staff who are bullied**

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

# Frequently Asked Questions

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

**A:** Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further

information about how to tackle specific types of bullying. Please see ‘Further Sources of Information’ at the end of this document.

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

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

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

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

##### Q: Should I record incidents of bullying?

**A:** Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

# Further sources of information

## **Other departmental advice and guidance you may be interested in**

[DfE Behaviour and Discipline in Schools Guidance](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools)

[Mental health and behaviour in schools advice for school staff](https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2)

[Counselling in schools a blueprint for the future: advice for school leaders and counsellors](https://www.gov.uk/government/publications/counselling-in-schools)

[Keeping Children Safe in Education (KCSIE)](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[Working together to safeguard children](https://www.gov.uk/government/publications/working-together-to-safeguard-children--2)

## **Legislative links**

Schools’ duty to promote good behaviour: [Section 89 Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/89)

and [Education (Independent School Standards) (England) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made)

[Power to tackle poor behaviour outside school](http://www.legislation.gov.uk/ukpga/2006/40/section/90)

[The Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents)

## **Specialist organisations**

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

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

#### The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/choosing-anti-bullying-tools).

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

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

[The BIG Award](https://www.bullyinginterventiongroup.co.uk/index.php): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](http://restorativejustice.org.uk/restorative-practice-schools): Includes best practice guidance for practitioners 2011.

## **Cyber-bullying and online safety**

[ChildNet International](http://www.childnet.com/): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifially includes new [cyberbullying](http://www.childnet.com/new-for-schools/cyberbullying-guidance-and-practical-toolkit) [guidance and a practical PSHE](http://www.childnet.com/new-for-schools/cyberbullying-guidance-and-practical-toolkit) toolkit for schools.

[Digizen](http://www.digizen.org/): provides online safety information for educators, parents, carers and young people.

#### [Intenet Matters](https://www.internetmatters.org/): provides help to keep children safe in the digital world.

[Think U Know](https://www.thinkuknow.co.uk/): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety (UKCCIS)](https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includesadvice for schools and colleges on responding to incidents of ‘sexting.’

## **LGBT**

#### [Barnardos](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

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

#### [Metro Charity](https://www.metrocentreonline.org/): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

#### [Proud Trust](https://www.theproudtrust.org/): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](http://www.schools-out.org.uk/): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

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

##

## **SEND**

[Mencap](http://www.mencap.org.uk/): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](https://www.changingfaces.org.uk/Home): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources:](https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability) Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about/what-do-ias-services-do): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

## **Mental health**

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

[PSHE Association](https://www.pshe-association.org.uk/) – [guidance and lesson plans](https://pshe-association.org.uk/curriculum-and-resources/resources/guidance-preparing-teach-about-mental-health-and?ResourceId=570&Keyword&SubjectID=0&LevelID=0&ResourceTypeID=3&SuggestedUseID=0) on improving the teaching of mental health issues

## **Race, religion and nationality**

[Anne Frank Trust](http://www.annefrank.org.uk/what-we-do/schools-project/our-work-schools): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](http://educateagainsthate.com/): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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

[Kick It Out](http://www.kickitout.org/): Uses the appeal of football to educate young people about racism and provide education packs for schools.

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

[Anti-Muslim Hatred Working Group](https://www.gov.uk/government/groups/anti-muslim-hatred-working-group): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

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

## **Sexual harrassment and sexual bullying**

[Ending Violence Against Women and Girls](http://www.endviolenceagainstwomen.org.uk/) (EVAW): [A Guide for Schools](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.



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**Appendix 2**



**Cyberbullying: Advice for headteachers and school staff**

# Who is this advice for?

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

# Overview

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

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

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

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

# School staff

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

* Ensure you understand your school’s policies on the use of social media, Childnet’s ['Using Technology' guide](http://www.childnet.com/teachers-and-professionals/for-you-as-a-professional/using-technology) has more information on what to be aware of.
* Do not leave a computer or any other device logged in when you are away from your desk.
* Enabling a PIN or passcode is an important step to protect you from losing personal data and images (or having them copied and shared) from your mobile phone or device if it is lost, stolen, or accessed by pupils.
* Familiarise yourself with the privacy and security settings of the social media and apps you use and ensure they are kept up to date. Advice can be found on the [Safer internet advice and resources for parents and carers](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/safety-tools-on-online-services).
* It is a good idea to keep a check on your online presence – for example by typing your name into a search engine. If there is negative content online it is much easier to deal with this as soon as it appears. [The UK Safer Internet Centres Reputation](http://workplaces/sites/ctg/a/WorkplaceDocuments/Behaviour%20and%20Bullying%20Team/Cyberbullying/Safer%20internet%20avice%20and%20resources%20for%20teachers-and-professionals%20reputation) minisite has more information on this.
* Be aware that your reputation could be harmed by what others share about you online, such as friends tagging you in inappropriate posts, photographs, or videos.
* Consider your own conduct online; certain behaviour could breach your employment code of conduct.
* Discuss these same issues with close family, friends and colleagues, as you could become a target if they do not have security and privacy settings in place.
* Do not accept friend requests from pupils past or present. If you feel this is necessary, you should first seek guidance from a senior manager. Be aware that your social media friends may also be friends with pupils and their family members and therefore could read your post if you do not have appropriate privacy settings.
* Do not give out personal contact details – if pupils need to contact you with regard to homework or exams, always use your school’s contact details. On school trips, staff should have a school mobile phone rather than having to rely on their own.
* Use your school email address for school business and personal email address for your private life; do not mix the two. This includes file sharing sites; for example Dropbox and YouTube.

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# If you are bullied online

* You should never respond or retaliate to cyberbullying incidents. You should report incidents appropriately and seek support from your line manager or a senior member of staff.
* Save evidence of the abuse; take screen prints of messages or web pages and record the time and date.
* Where the perpetrator is known to be a current pupil or colleague, the majority of cases can be dealt with most effectively through the school’s own mediation and disciplinary procedures.
* Where the perpetrator is known to be an adult, in nearly all cases, the first action should be for a senior staff member to invite the person to a meeting to address their concerns, and if they have a reasonable complaint, to make sure they know how to raise this appropriately. They can request that the person removes the offending comments.
* If they refuse, it should be an organisational decision what to do next – either the school or you could report the matter to the social networking site if it breaches their terms, or seek guidance from the local authority, legal advisers or support from other agencies for example, [The UK Safer Internet Centre](http://www.saferinternet.org.uk/).
* If the comments are threatening or abusive, sexist, of a sexual nature or constitute a hate crime, you or a representative from the school may consider contacting the local police. Online harassment is a crime.

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

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

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

# Schools

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

Schools should develop clear guidance to help protect every member of the school community and to ensure that sanctions are appropriate and consistent. This will need to be effectively communicated to and discussed with employees, pupils and parents. [Kidscape](http://www.kidscape.org.uk/advice/advice-for-professionals/) [has also produced best practice advice and guidelines for professionals](http://www.kidscape.org.uk/advice/advice-for-professionals/). The Diana Award also runs a whole school Anti-Bullying Programme, information and good practice can be found at [www.antibullyingpro.com](http://www.antibullyingpro.com/).

# Reporting

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

# Acceptable use policies

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

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

# Useful resources

The Parent Zone has established a [training programme](http://www.theparentzone.co.uk/parenting_digital_age_training_programme/3925) designed to enable schools and professionals working with parents to deliver their own sessions on internet safety. They also provide innovative resources for schools to [help and support parents](http://www.theparentzone.co.uk/school), particularly around e-safety.

Facebook has produced [Empowering Educators](https://fbcdn-dragon-a.akamaihd.net/hphotos-ak-xpa1/t39.2365-6/851558_194156617437786_1297828159_n.pdf) support sheet specifically for teachers and launched the [Bullying Prevention Hub](https://www.facebook.com/safety/bullying/) with Yale's Centre for Emotional Intelligence.

# Getting offensive content taken down

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

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

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

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

# Contact details for social networking sites

[The UK Safer Internet Centre](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/safety-tools-on-online-services) works with the social networking sites to disseminate their safety and reporting tools.

|  |  |
| --- | --- |
| **Social networking site** | **Useful links** |
| Ask.fm | [Read Ask.fm's 'terms of service'](http://ask.fm/about/tos) [Read Ask.fm's safety tips](http://ask.fm/about/safety) **Reporting on Ask.fm:**You do not need to be logged into the site (i.e. a user) toreport.When you move your mouse over any post on someone else’s profile, you will see an option to like the post and also a drop down arrow which allows you to report the post. |
| BBM | [Read BBM rules and safety](http://www.saferinternet.org.uk/content/childnet/safterinternetcentre/downloads/resources/ParentTechBriefing/tech/Parent_tech_briefing__Blackberry.pdf) |
| Facebook | [Read Facebook's rules](https://www.facebook.com/communitystandards)[Report to Facebook](https://www.facebook.com/help/181495968648557/) [Facebook Safety Centre](https://www.facebook.com/safety/groups/teens/) |
| Instagram | [Read Instagram's rules](http://help.instagram.com/477434105621119/)[Report to Instagram](http://help.instagram.com/477434105621119/) [Instagram Safety Centre](http://help.instagram.com/369001149843369/) |
| Kik Messenger | [Read Kik's rules](http://kik.com/legal/)[Report to Kik](https://kikinteractive.zendesk.com/entries/23518788-I-m-being-harassed-on-Kik-What-can-I-do-) [Kik Help Centre](https://kikinteractive.zendesk.com/home) |
| Snapchat | [Read Snapchat rules](https://www.snapchat.com/terms) [Report to Snapchat](https://support.snapchat.com/)[Read Snapchat's safety tips for parents](https://www.snapchat.com/static_files/parents.pdf) |
| Tumblr | [Read Tumblr's rules](http://www.tumblr.com/policy/en/community) Report to Tumblr by emailIf you email Tumblr take a screen shot as evidence andattach it to your email |
| Twitter | [Read Twitter's rules](https://support.twitter.com/articles/18311) [Report to Twitter](http://support.twitter.com/groups/33-report-a-violation/topics/122-reporting-violations/articles/15789-how-to-report-violations) |
| Vine | [Read Vine's rules](https://vine.co/rules)[Contacting Vine and reporting](https://support.twitter.com/forms/vine) |
| YouTube | [Read YouTube's rules](http://www.youtube.com/t/community_guidelines)[Report to YouTube](http://www.youtube.com/yt/policyandsafety/en-GB/reporting.html) [YouTube Safety Centre](http://www.youtube.com/yt/policyandsafety/en-GB/safety.html) |

**Mobile phones**

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

# Service providers:

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

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Reference: DFE-00652-2014

**Appendix 3**



**Advice for parents and carers on cyberbullying**

# Who is this advice for?

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

# Overview

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

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

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

# Social networking

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

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. We also know that increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

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

Parents and carers need to understand the way young people communicate with others, and the potential risks. Asking their child simply not to use technology is not a realistic way to prevent or react to cyberbullying. [Internet Matters provides an overview of cyber-bullying](http://www.internetmatters.org/issues/cyberbullying.html%23learn) [in more detail](http://www.internetmatters.org/issues/cyberbullying.html%23learn) and [NSPCC - bullying and cyberbullying prevention](http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying/what-is-bullying-cyberbullying/)

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

# Set boundaries

A good way to supervise children’s internet access and set boundaries about what they can and cannot do online is to create an agreement with them. If a child breaks the rules, restrict internet access for an agreed period of time. [Thinkuknow provides helpful tips on](https://www.thinkuknow.co.uk/parents/Secondary/Conversation-Starters/Reach-an-agreement/) [agreeing and setting boundaries](https://www.thinkuknow.co.uk/parents/Secondary/Conversation-Starters/Reach-an-agreement/)

Ensure you use the privacy settings, parental controls and built in internet safety features provided by the major internet service providers. The UK Safer Internet Centre has guides for [parental controls](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/parental-controls)

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

# Being involved and talking to children

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

It is also very important to ensure children and young people feel comfortable about telling their parents things that have happened online. Talking to their children will help parents to understand the ways in which they are using the internet, social media and their mobile phone. Talking to children about responsible behaviour is important as sometimes children who are victims of cyberbullying may also be involved in cyberbullying others. Ensure they know they can go and talk to an adult or parent if they are being bullied and need support. How parents talk to their children will depend on their age. [Childnet gives more detailed](http://www.childnet.com/parents-and-carers/what-do-i-need-to-know) [information about talking to your child and](http://www.childnet.com/parents-and-carers/what-do-i-need-to-know) [antibullyingpro provides practical advice for](http://www.antibullyingpro.com/parentsguardians) [parents](http://www.antibullyingpro.com/parentsguardians)

# Advice for children

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

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

# Possible signs of cyberbullying

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

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

# What to do if you suspect a child is being cyberbullied

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

# Support for children who are bullied

School staff should support all pupils who are bullied and develop strategies to prevent bullying from happening. Children and young people who have been a victim of images or videos of a sexual nature being uploaded and shared will be particularly vulnerable and in

need of support to return to school. To help schools support pupils who are severely affected by bullying the Department has produced advice for schools, available at: [supporting bullied children](http://tinyurl.com/supportingbulliedpupils)

Cyberbullying on social networks can be upsetting and really knock their confidence. Childline has produced guidance for young people on building their confidence after online bullying available at: [Childline - Building confidence after online bullying](http://www.childline.org.uk/Explore/Bullying/Pages/Building-confidence-after-online-bullying.aspx)

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

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

Facebook has produced a support sheet [Empowering Parents and Families](https://fbcdn-dragon-a.akamaihd.net/hphotos-ak-xpa1/t39.2365-6/851554_585676791505692_1199284652_n.pdf) which gives guidance on what to do if you child is being bullied.

# Useful Resources

**Getting offensive content taken down**

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

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

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

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

NSPCC Netware: Your guide to the social network your kids use – stay up to date and keep your child safe in todays digital world [stay up to date and keep your child safe in todays](http://www.net-aware.org.uk/) [digital world](http://www.net-aware.org.uk/)

# Contact details for social networking sites:

[The UK Safer Internet Centre](http://www.saferinternet.org.uk/advice-and-resources/parents-and-carers/safety-tools-on-online-services) works with social networking sites to disseminate their safety and reporting tools.

|  |  |
| --- | --- |
| **Social networking site** | **Useful links** |
| Ask.fm | [Read Ask.fm's 'terms of service'](http://ask.fm/about/tos) [Read Ask.fm's safety tips](http://ask.fm/about/safety) **Reporting on Ask.fm:**You do not need to be logged into the site (i.e. a user) toreport.When you move your mouse over any post on someone else’s profile, you will see an option to like the post and also a drop down arrow which allows you to report the post. |
| BBM | [Read BBM rules and safety](http://www.saferinternet.org.uk/content/childnet/safterinternetcentre/downloads/resources/ParentTechBriefing/tech/Parent_tech_briefing__Blackberry.pdf) |
| Facebook | [Read Facebook's rules](https://www.facebook.com/communitystandards)[Report to Facebook](https://www.facebook.com/help/181495968648557/) [Facebook Safety Centre](https://www.facebook.com/safety/groups/teens/) |
| Instagram | [Read Instagram's rules](http://help.instagram.com/477434105621119/)[Report to Instagram](http://help.instagram.com/477434105621119/) [Instagram Safety Centre](http://help.instagram.com/369001149843369/) |
| Kik Messenger | [Read Kik's rules](http://kik.com/legal/)[Report to Kik](https://kikinteractive.zendesk.com/entries/23518788-I-m-being-harassed-on-Kik-What-can-I-do-) [Kik Help Centre](https://kikinteractive.zendesk.com/home) |
| Snapchat | [Read Snapchat rules](https://www.snapchat.com/terms) [Report to Snapchat](https://support.snapchat.com/)[Read Snapchat's safety tips for parents](https://www.snapchat.com/static_files/parents.pdf) |
| Tumblr | [Read Tumblr's rules](http://www.tumblr.com/policy/en/community) Report to Tumblr by emailIf you email Tumblr take a screen shot as evidence andattach it to your email |
| Twitter | [Read Twitter's rules](https://support.twitter.com/articles/18311) [Report to Twitter](http://support.twitter.com/groups/33-report-a-violation/topics/122-reporting-violations/articles/15789-how-to-report-violations) |
| Vine | [Read Vine's rules](https://vine.co/rules)[Contacting Vine and reporting](https://support.twitter.com/forms/vine) |
| YouTube | [Read YouTube's rules](http://www.youtube.com/t/community_guidelines)[Report to YouTube](http://www.youtube.com/yt/policyandsafety/en-GB/reporting.html) [YouTube Safety Centre](http://www.youtube.com/yt/policyandsafety/en-GB/safety.html) |

# Mobile phones

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

Some service providers such as Vodafone produce annual magazines for parents and carers ([Digital Parenting](http://www.vodafone.com/content/parents.html/))

, giving information and top tips for keeping your children safe online including cyberbullying.

# Service providers

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

**Organisations that provide support to parents and carers and children**

* [The Anti-Bullying Alliance](http://anti-bullyingalliance.org.uk/)
* [CEOP](http://ceop.police.uk/safety-centre/)
* [Childline](http://www.childline.org.uk/pages/home.aspx)
* Childnet
* [The Diana Award](http://www.antibullyingpro.com/)
* Internetmatters
* [Kidscape](http://www.kidscape.org.uk/)
* [Get connected](http://www.getconnected.org.uk/)

* [NSPCC](http://nspcc.org.uk/)
* [The Parent Zone](http://www.theparentzone.co.uk/)

* [Thinkuknow](https://www.thinkuknow.co.uk/parents/)
* [Young Minds](http://www.youngminds.org.uk/)
* [UK Safer Internet Centre](http://www.saferinternet.org.uk/)

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# Appendix 4

|  |
| --- |
| Information about BullyingSense Welsh LogoSense Logo with taglineSense Logo |

# Vulnerable Groups

Although anyone can be subjected to bullying at any time, some people may be more vulnerable to bullying than others and in certain situations more than others. People might be bullied due to:

* race, nationality or colour
* age
* religion, belief or lack of religion or belief
* gender
* disability, learning difficulty, special educational needs
* sexual orientation – including LGBT
* gender reassignment
* pregnancy or maternity
* marital status
* home circumstances
* appearance, e.g. facial disfigurement, weight, height, spottiness, etc
* social class
* continence or other issues of a personal nature

The following groups of learners are also vulnerable:

* Learners with specific disabilities (known as disablist bullying);
	+ Specific learning disabilities
	+ Sensory impairment
	+ Physical disabilities
	+ Those with additional special educational needs

# Disablist Bullying

Studies show that learners with Special Educational Needs and Disabilities are more likely to be bullied than their peers.

Given the particular nature of their sensory impairment, learners at Sense College are deemed to be particularly at risk. They may:

* Be adversely affected by negative attitudes to disability and perceptions of difference
* Find it more difficult to resist bullies
* Be more isolated; not have many friends
* Not understand that what is happening is bullying
* Have difficulties telling people about bullying.

It is important that we all recognise this vulnerability and remain alert for any possible bullying of individuals or groups.

# Racist Bullying

The term ‘racist bullying’ refers to a range of hurtful behaviours, both physical and psychological, which makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status. It must be clearly understood that racism involves not only prejudice based on colour and appearance but also prejudices connected with religion and culture, for example Islamophobia and anti-Semitism, and hostility to travellers and gypsies.

Sense recognises that there are other forms of abuse that may not fit into this definition of bullying.

# Homophobic Bullying

Homophobic bullying can be hard to recognise because it may be conducted in secret. Sometimes, learners may not want to tell anyone about it. An unwillingness to disclose is a distinctive feature of homophobic bullying.

# Cyber Bullying (bullying online)

Sense College is committed to identifying and preventing cyberbullying. All learners are encouraged and supported to be safe online. If a learner is worried about something that he or she has seen on the internet, they should tell a member of staff as soon as possible. Cyberbullying sometimes be traced or tracked.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can happen anywhere, including at college. It is important to remember that individuals’ bodies belong to them and they have the right to say “No” to touching that they don’t want. They do not have to put up with comments about their bodies or how they look that make them feel uncomfortable. Unwanted touch or comments can be a form of bullying and Sense College is committed to all members of the college community to be respectful to each other.

Bullying might take place because someone wants somebody else to do something they shouldn’t do, or don’t want to do. This is often known as coercion and may be linked to radicalisation, criminal activity or practices such as forced marriage or female genital mutilation (known as cutting).

It is never right to bully someone. It is important that staff exemplify respectful behaviour at all times and treat any disclosures of bullying seriously. Sense College recognises that both the victim and alleged perpetrator of bullying will require support to stop the bullying.

**Appendix 5**

**POTENTIAL BULLYING INCIDENT - REPORT FORM**

(Learners only – for staff refer to Sense HR Policies and Procedures)

|  |  |  |
| --- | --- | --- |
| Name of the possible **VICTIM***– the person who may have been bullied* | **Day, Date and time of incident** | **Service** |
|  |  | ESFA 🞎 ELP 🞎 |
| **Name & Role of person making this report** | **Name of Centre** |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Where did the incident take place?** | 🞎 Sense Centre | 🞎 In the Community | 🞎 Other \_\_\_\_\_\_\_\_\_\_\_\_ |
| Name of the **ALLEGED PERPETRATOR** *– the person who may have demonstrated bullying/inappropriate behaviour towards another* |  |
| **How was the incident disclosed?** |  |
|  |
| **Please provide brief details relating to the incident / reasons for potential bullying concern:** |
|  |
| **Did this bullying incident result in an accident form being completed?** | 🞎 Yes | 🞎 No | *If yes – please note System entry reference here:* |
| **Did this bullying incident result in a behaviour form being completed?** | 🞎 Yes | 🞎 No | *If yes – please note System entry reference here:* |
| Location of Any Injury/Physical contact – (Please circle or tick any areas affected, if appropriate): |

|  |
| --- |
| **Please record the thoughts/wishes of the individual who has been bullied.** **What would they like to see happen? How has this information been gathered?** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Incident Referred to:** | 🞎 EC/AC | 🞎 ESM | 🞎 Designated SfG Lead or Deputy DSL/SMT |

|  |
| --- |
| **Action Taken:** |
|  |

|  |
| --- |
| **Designated SfG Lead OR Deputy Designated Lead’s Comments (with date):** |
|  |

|  |  |
| --- | --- |
| Follow up Information or OutcomesPlease record how the named individual has been involved in resolving this. |  |
| *Administration Use Only* |

|  |  |
| --- | --- |
| 🞎 ESFA Learners Only Entered on Databridge System | 🞎 Referred to Safeguarding |

 |

NB – Sense College recognises that bullying can occur between colleagues in the workplace. Bullying is against the values that Sense upholds. If you feel you have been the victim of bullying in the workplace, please refer to the relevant HR policies and guidance, available on IRIS, or speak to your line manager.

**Appendix 6**

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**Appendix 7**

|  |
| --- |
| Anti-Bullying Information Sense Welsh LogoSense Logo with taglineSense Logofor Learners |

# What is Bullying?

Bullying is behaviour by a single person/individual or a group of people, that is usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally.

**Sense College will do its best to stop bullying.**

# Why might Bullying happen?

Bullying might happen because a person:

* Is from another country or has a different skin colour
* Looks or sounds different
* Is a boy or a girl
* Is Lesbian, Gay, Bisexual or Transgender (LGBT)
* Is religious, follows a particular type of religion, or not religious at all
* Is young, old, or somewhere in between
* Has a disability, a health condition or a learning difficulty
* Has a different home life
* Is different in some other kind of way

Bullying might also happen due to a misunderstanding or because people do not get on with each other.

Bullying might take place because someone wants somebody else to do something they shouldn’t do, or don’t want to do. This is often known as coercion and may be linked to radicalisation, criminal activity or practices such as forced marriage, or female genital mutilation (also known as cutting).

Bullying might take place because someone wants to have power over someone else. Sometimes this can involve touching someone sexually without getting their consent, or making comments about their bodies that make the person feel unhappy or uncomfortable. It is important to remember that your body belongs to you and you always have the right to say “No” to touching that you don’t want.

**It is never right to bully someone.**

# Types and signs of Bullying

Bullying can be:

* Physical (hitting, pushing)
* Emotional (being nasty with words)
* Sexual or sexist
* Ignoring someone
* Between groups or individuals
* Face to face
* Messages through a computer, social media or the internet (this is called cyberbullying)
* By other learners, staff, parents or family members, carers
* By strangers who don’t know you

**At Sense College we are happy that we have all sorts of people in the college community and we aim to stop ALL bullying.**

# What to do if you see Bullying or feel Bullied

If you think you are being bullied, or somebody is making you feel unhappy or unsafe, or you see someone else being bullied, please **TELL SOMEONE**.

You can tell:

* Your personal tutor
* Your mentor or advocate
* Your centre manager
* Any member of staff that you trust
* Your parents, family members or carers

We take all reports of bullying seriously and we will work hard to stop it from happening again,

If you need more information, ask a member of staff.

Sense College has a Learner Anti-Bullying Strategy which is available for you to read. You could read this with a trusted person to help you to understand it. Just ask.