



Welburn Hall School

Adopted

NYCC Anti-bullying Guidance
for Schools and other Settings
2016 - 2018

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Glossary of Terms

CAF	Common Assessment Framework
TAC	Team Around the Child
DfE	Department for Education
ECM	Every Child Matters
PSHCEe	Personal, Social, Health, Citizenship and Economic Education
SEAL	Social and Emotional Aspects of Learning
SEND	Special Educational Needs and Disabilities

Introduction

‘Ensuring children and young people feel safe from bullying and harassment in North Yorkshire schools and settings’

All adults who work with children and young people, whether as employed staff or volunteers, have a responsibility for keeping them safe and promoting their welfare. This duty of care is paramount.

North Yorkshire is fully committed to reducing bullying in our schools and settings, and to ensuring that children and young people and families are supported effectively whenever this does, unfortunately, occur.

The aim of this guidance is to give a clear steer to schools/settings on the need to establish effective anti-bullying practice and to outline what this should comprise. It also signposts additional sources of guidance and shares practice from North Yorkshire schools and other settings.

The guidance focuses on the need to develop practice at the universal level, as well as effective intervention with children and young people who are targets of bullying and those who display bullying type behaviour. It emphasises the importance of partnership approaches, particularly with families.

Whilst the guidance inevitably refers to features of specific practice within schools, it is anticipated that it will have wider application. The key principles and elements of practice could be adopted by any North Yorkshire setting or organisation where children and young people come together.

This guidance incorporates advice from the Department for Education and from the National Anti-bullying Alliance.

Definitions of Bullying

‘Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.’
(Anti-bullying Alliance)

There is no legal definition of bullying. The definition of bullying that North Yorkshire usually refers to in its work with schools/settings is one previously adopted by the Anti-bullying Alliance, which includes the following factors:

- bullying behaviour deliberately causes hurt (either physically and/or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can’t defend themselves)

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a quarrel or disagreement
- behaviour that all parties have consented to and enjoy (though watch as coercion can be very subtle)

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Leading an anti-bullying culture

‘The Headteacher/ leadership and governing body ensure that there is a culture / ethos that promotes respect for all and enhances emotional health and wellbeing. The school/setting promotes good behaviour and bullying is effectively addressed in policies, strategies and practices.’

Our expectation of schools and other settings

Schools/settings should establish:

- a shared culture that emphasises the importance of positive relationships;
- planned opportunities for the development of social and emotional aspects of learning;
- planned opportunities for identifying, understanding and celebrating difference and diversity and for promoting community cohesion;
- shared definitions of bullying and harassment;
- a culture that ensures that children and young people and parents/carers feel confident that their concerns will be taken seriously and followed-up appropriately;
- clear identification of roles and responsibilities;
- identification of anti-bullying development priorities that are reviewed regularly;
- effective behaviour policy/procedures that promote positive behaviour and deal proportionately with bullying behaviour;
- routine and regular systems to monitor, report on and evaluate data/provision.

Statutory/National requirements

- “The Headteacher must determine measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.”
- “...duty... to promote the well-being of pupils” *‘Education and Inspections Act 2006’*
- Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”, including bullying incidents occurring off the school premises that pose “a threat to another pupil...”
‘Behaviour and discipline in schools - Advice for headteachers and school staff ’ (DfE January 2016)

A duty to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act;
- advance equality of opportunity and to foster good relationships between people who share a protected characteristic and people who do not share it;
‘The Equality Act 2010’
- safeguard children
‘Keeping children safe in education’ (DfE July 2015)
Working Together to Safeguard Children (DfE March 2015)

Leading an anti-bullying culture: key features of effective practice

Positive Relationships

- There is the expectation that all adults will model positive behaviour.
- There is regular recognition and celebration of positive relationships and behaviours within everyday practice.
- There is the understanding that negative comments or ‘put downs’ about individuals or groups are not acceptable and all adults challenge any occurrence of these.

Social and Emotional Aspects of Learning (SEAL)

- The school/setting has integrated social and emotional aspects of learning into provision. Within schools this would include PSHCEe programmes and the wider curriculum and be evident in other whole school aspects such as schemes of work and displays.
- Children and young people are able to describe and demonstrate their skills and strengths in social skills, empathy, managing their feelings, motivation and self awareness.
- The school/setting engages in reflective practice and uses a range of survey and audit tools to self-evaluate anti-bullying work, e.g. Inclusion Quality Mark, NYCC Safeguarding Audit and Growing Up in North Yorkshire Survey.

Recognising Difference and Diversity

- The school/setting has a good awareness of its community and develops understanding of cultural and other differences locally, nationally and internationally.
- There is regular opportunity to discuss difference and to celebrate diversity.

Definitions of Bullying and Harassment

- There is agreed definition of bullying that includes the key features of ‘deliberate’, ‘causing harm’, ‘repeated’, ‘imbalance of power’ and ‘difficult to resolve without additional support’ (see page 1).

Continued...

- There are ‘child-friendly’ versions of definitions that have been developed with the involvement of children and young people.
- Curriculum opportunities/activities have been used to explore definitions and children are able to identify behaviours and incidents that could be defined as bullying and, importantly, what does not constitute bullying.
- Children and young people are also aware of different types of identity focused bullying such as racist and homophobic, biphobic and transphobic bullying.

Roles and Responsibilities

- A strategic anti-bullying lead has been identified who co-ordinates the whole school/setting response, leading on policy development and evaluation.
- In schools, the governing body supports anti-bullying work by monitoring the effectiveness of policy into practice. A Lead Governor may have been allocated.
- The school/setting has identified a core group of children and young people who lead aspects of anti-bullying work.
- All members of the school/setting community understand their role and responsibility in recognising and responding to incidents of bullying.

Strategic Planning and Policy Development

- Key actions to take forward the work in tackling bullying are identified and reviewed on a regular basis. These feature as either a separate action plan or feature in other plans.
- There is an anti-bullying policy that meets requirements (see section 2), and that links to other key policies.

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Developing anti-bullying policy

‘The school/setting has an effective Anti-Bullying Policy that is owned, understood and implemented by all sections of the school/setting community.’

Our expectation of schools and other settings

Schools/settings should establish anti-bullying policies that:

- are in line with the requirements outlined in the DfE’s *‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’* (October 2014),
- include shared definitions of bullying and discrimination that are understood by all;
- recognise the need to work with both targets of bullying and those who engage in bullying type behaviour;
- recognise that bullying can take place between children and young people, between children and young people and staff, or between staff;
- in schools, recognise that headteachers have the right to ensure that children and young people behave when they are not on school premises or under the lawful control of school staff;
- published on the school/setting’s website and include a link to the NYCC anti-bullying web page for parents/carers.

Statutory/National requirements

- “The policy determined by the Headteacher must include measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils”;
This policy must be communicated to all pupils, school staff and parents.
‘Education and Inspections Act 2006’
- The school’s duty to eliminate discrimination, harassment and victimisation
‘The Equality Act 2010’
- “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.”
‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (DfE October 2014)

Developing anti-bullying policy: key features of effective practice

The anti-bullying policy should include:

- a statement of values and position that specifies that bullying behaviour is always unacceptable and that claims of bullying will always be taken seriously and acted upon;
- reference to legislation and school/setting responsibilities;
- reference to related school/setting policies;
- a definition of bullying and reference to different methods and types of bullying, e.g. cyberbullying (method), homophobic, biphobic and transphobic (type);
- a statement of the responsibilities of children and young people, parents/carers, staff and governors;
- strategies to prevent bullying at the universal level, in schools, embedded in quality first teaching;
- procedures for intervention and protection (including responsible staff, details of possible consequences, a sense of ‘thresholds’ for determining appropriate response, additional and different small group or one-to-one support - for targets of bullying and for those exhibiting bullying behaviour);
- procedures for reporting, recording, monitoring and analysing incidents of bullying and for monitoring perceptions of bullying;
- procedures for working with parents/carers, particularly when responding to expressions of concern;
- an undertaking to promote, monitor, review and evaluate policy (process to involve all sections of the school/setting community).

See Appendix A for an anti-bullying policy checklist.

The process

Stage 1

- Awareness raising and consultation - creating ownership

Stage 2

- Establish/use existing working party - governors, staff, parents/carers and children and young people (could include additional members from local community and/or agencies)
- Establish brief and set timescale
- Carry out audit - survey/questionnaires/interviews to find out nature and extent of bullying in the school/setting
- Research anti-bullying strategies and programmes; look at strategies in use in other schools/settings
- Produce a draft report with recommendations for policy and strategies

Stage 3

- Draft anti-bullying policy
- Consult with staff, governors, parents and children and young people

Stage 4

- Implement anti-bullying policy and preventative and protective strategies
- Disseminate and publicise
- Encourage commitment through an anti-bullying charter or individual pledges
- Use posters to give out key messages and details of “someone to turn to” (school/setting and externally e.g. ChildLine)
- Produce advice leaflets for children and young people, parents/carers and staff
- Provide training for all staff
- Use the curriculum to further discuss perceived issues in the school/setting
- Introduce reporting and recording procedures

Stage 5

- Monitor, review and evaluate

3

Data collection and analysis

‘The school/setting has strategies it regularly uses for collecting and analysing data relating to bullying and uses this information to develop and review policy, strategy and practices. The data informs the school/setting on the incidence, nature and impact of bullying. It helps the school/ setting to be confident that its pupils feel safe and supported, and that the school/setting is effective in challenging bullying.’

Our expectation of schools and other settings

Schools/settings should establish:

- anonymous surveys to gather perceptions of bullying from children and young people and parents/carers;
- targeted consultation with mixed groups of children and young people and with those within specific vulnerable groups;
- arrangements for collecting and analysing data on bullying that occurs in the community, e.g. cyberbullying, bullying on school journeys;
- transparent procedures via which children and young people, parents/carers and other adults can report incidents of bullying;
- formal systems for recording serious and persistent incidents of bullying (including internet abuse);
- systematic analysis of data to identify vulnerable pupils or groups and to identify priorities for action;
- routine reporting to the LA of any incident that meets the reporting thresholds e.g. racist incidents.

Statutory/National requirements

- “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.”

‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (DfE October 2014)

- Duty to record and report incidents of hate crime. A hate crime, or hate related incident, is any incident which the victim, or anyone else, thinks was motivated by prejudice or hatred of gender identity, religion or belief, sexual orientation, race, culture or disability.

Data collection and analysis: key features of effective practice

Perception Surveys

- Engagement in the biennial Growing Up in North Yorkshire Survey.
- Use of a specific bullying/anti-bullying survey (see Appendix B for an example).
- Identification by children and young people of potential ‘hotspots’ - times and locations.
- Focused discussion with various stakeholder groups, including targeted discussion with children and young people from particular vulnerable groups.

Reporting Incidents

- Discussion has taken place with stakeholders about the most appropriate systems for reporting incidents of bullying.
- A range of easily accessible methods has been implemented e.g. ‘help me’/‘bully’ boxes, buddy system, text or email system.
- Reporting can be carried out maintaining anonymity.
- Reporting systems are checked daily and arising issues acted upon promptly.
- All stakeholders are kept up to date with procedures and reminded at regular intervals - including any staff who may be the first point of contact for parents/carers.
- There is systematic follow-up e.g. phone call home two weeks later to check outcomes are still okay.

Recording Incidents

- Records provide details of the name of the person expressing concerns, date/time/ place, details of all those involved (including bystanders), description of the incident (including type of bullying), impact, any action taken and its outcome, follow-up.
- It is possible to carry out an electronic search of the records.
- Records are held securely and are aligned to national and local agreements on information sharing and safeguarding.

- All staff have received guidance/training on thresholds for different levels of bullying incidents.
- Procedures enable the recording of incidents against staff.
- Records enable the monitoring of incidents that are related to a specific form of prejudice related to: race, religion or culture, disability or special educational needs, sexual orientation, gender or gender identity.

Analysis of data

- There is systematic analysis of a wide range of both quantitative and perception data to identify significant patterns and trends, e.g. potential hotspots, particular vulnerable children, young people or groups.
- Analysis is used to inform planning/ interventions and to monitor impact of action the school/setting has taken.

Reporting

- The school/setting adheres to agreed protocols for reporting incidents to the Local Authority.
- There is an annual report to governors that includes data analysis and subsequent action and impact of this work.

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Prevention

The school/setting has fostered a culture/ ethos based on respect for all where pupils feel safe, supported and empowered. Pupils and their parents/carers are confident about sharing concerns about themselves or others. The school has a range of strategies in place that prevent bullying.

Children and young people understand what bullying is, and the impact it has on those involved. The school/setting recognises that children and young people's involvement in anti-bullying work is an effective form of prevention. Children and young people are clear about their responsibilities to tackle bullying in their community, and are given training and defined roles

Our expectation of schools and other settings

Schools/settings should establish:

- a general culture of positive behaviour;
- regular awareness raising opportunities to communicate anti-bullying messages, policy and practice, and to celebrate the success of anti-bullying work;
- opportunities to promote equality and to acknowledge and celebrate diversity;
- curriculum/other activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target;
- curriculum/other activities that develop social and emotional skills;
- opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers;
- appropriate levels of adult supervision so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and addressed at all times;
- transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon.

Statutory/National requirements

- “The Headteacher must determine measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils.”
- “...duty... to promote the well-being of pupils” *‘Education and Inspections Act 2006’*
- “A school’s response to bullying should not start at the point at which a child has been bullied.”
‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (DfE October 2014)

Prevention: key features of effective practice

Culture of Positive Behaviour

- Children and young people, staff and parents/carers know that inappropriate and harmful behaviour will be recognised and challenged; children and young people, parents/carers and staff understand the behaviour code and the consequences of bullying behaviour; the school/setting encourages and promotes respectful language and conduct.
- There are robust, transparent systems for rewards and consequences.
- The school/setting has a code of conduct for staff: staff “model behaviour” in their relationships with children and young people, parents/carers and colleagues.
- All staff challenge the use of pejorative language or ‘put-downs’.
- The school/setting signs up to accreditation schemes e.g. ‘Rights Respecting Schools’.

Raising Awareness

- Anti-bullying messages are frequently given to children and young people, e.g. through assemblies, posters, advice leaflets.
- The school or setting celebrates the success of its anti-bullying work by celebrating National Anti-Bullying Week in November and by holding special events throughout the year, e.g. drama workshops.

Equality and Diversity

- The school/setting promotes community cohesion at the institutional, local, national and international level.
- A range of curriculum/other opportunities are in place to promote equality and to acknowledge and celebrate diversity. Displays and learning resources reflect diversity within society.

Curriculum

- The breadth of the curriculum is used to help children and young people to understand the nature and effects of bullying, and creative approaches to tackling bullying in school and the wider community are encouraged, e.g. through art, drama, dance, media, ICT.

- There is a discrete focus on anti-bullying education, e.g. SEAL anti-bullying resources.
- The school is delivering SEAL, helping pupils to develop positive attitudes and personal, emotional and social skills.
- In other settings, the above is achieved via focused activities and creative approaches.

Engaging with Children and Young People

- The school/setting establishes a group of children and young people leaders to participate in planning/delivering activities, e.g. during National Anti-bullying Week.
- All children and young people understand their responsibilities for challenging and reporting bullying when they know, or suspect, that this is taking place, for example through a ‘Bystanders’ Code’.
- The school/setting has developed peer support roles for pupils, providing them with training and supervision.
- Set up an Equalities Team where a group of pupils see the school through the lense of some of our more vulnerable young people e.g LGBT or SEND and then lead the work to improve awareness and make positive changes in the school.

Environment

- The school provides a range of supervised activities to engage pupils at breaks and lunchtimes, including the provision of quiet areas.
- The school/setting has a physical environment that is attractive, safe and stimulating and ensures that offensive graffiti is immediately removed.
- The school/setting provides good supervision and children and young people feel that bullying and bad behaviour will be seen and acted upon at all times.
- The school/setting has identified any times of the day and places where children and young people are particularly vulnerable.

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Reporting Incidents- see previous section 9

5

Responding/ intervention

The school/setting ensures that children and young people, and their parents/ carers, feel confident to report concerns, and know that the school/setting will listen and respond. The school/setting has procedures in place for responding to bullying incidents. These procedures are understood by the whole school/setting community, and there are strategies for supporting all children and young people involved and for maintaining engagement with parents and carers.

All school/setting staff understand the nature of bullying and know their responsibility with regard to responding to bullying incidents.

Our expectation of schools and other settings

Schools/settings should establish:

- awareness amongst all adults of how to recognise potential bullying behaviour/incidents and indicators that a child/young person may be a target of bullying;
- awareness amongst all adults of how they should respond if they witness potential bullying behaviour/incident;
- transparent systems, with appropriate confidentiality, to enable children and young people and parents/carers and other adults to report incidents;
- ‘confidential’ listening opportunities for children and young people;
- a range of interventions to support work with both the target of the bullying and the child or young person alleged of the bullying behaviour;
- interventions and support to ensure that all children and young people involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution;
- a range of sanctions that are applied sensitively and with regard to the need to make reasonable adjustments;
- effective communication and partnership working with parents/ carers;
- effective partnership working with support agencies and other external support.

Statutory/National requirements

- “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.”
- “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 behaviour may need support themselves.”

‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (DfE October 2014)

Responding/intervention: key features of effective practice

Adult awareness and expertise

- All staff have a shared understanding of what constitutes bullying behaviour and how to recognise this, as well as the potential indicators that a child or young person may be a target of bullying.
- All staff have received training on how to respond to bullying behaviour and have a clear understanding of roles and responsibilities.
- There is shared understanding of different thresholds of severity of bullying and how to respond accordingly to each of these.
- Staff are aware of appropriate questions to ask in order to assess and investigate, i.e. the level of severity, degree of intention, extent of harm caused, frequency and duration, and degree of imbalance of power.

'Confidential' Listening Opportunities

- The school/setting provides opportunities for "confidential listening", for example drop-in, school nurse/counsellor.
- There is a peer listening scheme.
- All staff have received training in the importance of being 'someone to turn to'.
- Information on 'Childline', 'Family Lives' (for parents/carers) or other 'listening' support is displayed in prominent places.
- All have been made aware of ground rules around confidentiality and how confidentiality has to be broken if a child or young person is at risk of serious harm.

Interventions and Support Mechanisms

- The school/setting recognises the need to support both the target of the alleged bullying and the young person alleged of conducting this behaviour.
- The school/setting has a range of intervention strategies whose use is determined by the particular circumstances of the incident and the needs of those involved, e.g. circle time, circle of friends, mediation, restorative practice or justice,

silver SEAL, counselling opportunities for individuals.

- The school/setting provides support programmes to help pupils to be able to protect themselves, or to modify their behaviour and develop positive relationships with peers, e.g. self-esteem, assertiveness, resilience, anger management, positive leadership skills.
- The school/setting ensures that there is appropriate monitoring of the effectiveness of any intervention and that feedback is given to those involved.

Sanctions

- The school/setting has appropriate disciplinary sanctions that are understood by all sections of the community. These are applied fairly and reasonably, taking into account the needs of vulnerable pupils.
- The purpose of the disciplinary sanctions are understood and are referenced in the school/setting behaviour policy.
- Targets of bullying are never excluded as part of safeguarding measures.

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6

Engaging with parents/ carers and other partners

The school/setting develops open and trusting relationships with parents/carers, where they feel able to share concerns and work together to support children and young people in the school/setting. Parents/carers are involved in developing the anti-bullying policy.

The school/setting recognises the benefits of working in partnership with other agencies to tackle bullying, and has strategies in place to ensure positive engagement.

Our expectation of schools and other settings

Schools/settings should establish:

- measures to make all parents/carers aware of the anti-bullying policy and to involve them in policy review;
- opportunities for parents/carers to develop their own understanding of bullying and their role in preventing/ responding to this;
- measures to carry out anonymous surveys of parents'/carers' opinions of bullying;
- measures for parents/carers to share any concerns about bullying and to ensure that they are informed and engaged promptly when their child is involved in bullying;
- measures to provide advice and support to parents/carers whose children are targets of bullying or responsible for bullying behaviour;
- measures to make parents/carers aware of formal complaints procedures if they are not satisfied by the way their concern has been dealt with by the school/setting;
- partnership working with a range of external agencies who can support anti-bullying initiatives and interventions.

Statutory/National requirements

- “Successful schools 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.”
- “Successful schools work with the wider community, such as the police and children’s services, where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.”

‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (DfE October 2014)

Engaging with parents/carers, other partners: key features of effective practice

Anti-bullying Policy

- Parents/carers are made aware of the anti-bullying policy and understand their role in contributing to this work.
- Parents/carers are given information about different types of bullying and their role in preventing it, e.g. cyberbullying. Local and national websites and resources are publicised e.g. 'Family Lives'.
- The school/setting may run an annual anti-bullying session for parents/carers.
- Partners are consulted on the review of the anti-bullying policy, either through opportunities to respond in writing or via an invitation to participate in a working group.

Surveys

- The school/setting regularly and anonymously surveys the opinions of its parents/carers with regard to bullying.
- The school/setting carries out focused surveys of the opinions of parents/carers of children and young people who have been the target of bullying or representative of a potentially vulnerable group.

Reporting Concerns/Handling Complaints

- Parents/carers are encouraged to contact the school/setting with any concerns about bullying behaviour and know the procedures for doing this. They are confident that their concerns will be taken seriously and acted upon.
- Where it becomes obvious that parents/carers are in need of additional support to express their concerns, the school/setting brokers this from the Local Authority, e.g. through the Prevention Service.
- Any formal complaint is taken seriously and acted upon immediately with regard to Local Authority protocols, e.g. official written feedback from the Governing Body.
- Advice and support is requested where concerns/complaints are in danger of escalating, e.g. Legal Services, Governor Support.

Partnership with Parents/Carers

- Parents/carers are informed promptly when their child is involved in medium or high levels of bullying behaviour.
- The school/setting listens to, and supports, parents/carers, encouraging them to reach a balanced view of the action that has been taken. Their involvement in seeking a positive resolution is appreciated.
- The school/setting, where necessary, works with parents/carers to address any concerns with their child's behaviour, and support or challenge any possible influence within the home, for example, discriminatory attitudes, violence in the home, working with external partners as appropriate.
- The school/setting ensures effective on-going communication throughout any stage of investigation or restoration.
- The school/setting contacts the parent/carer at a pre-determined later date to ascertain if, from their perspective, the situation has been resolved or requires further follow-up.

Partnership with External Agencies

- The school/setting is aware of the range of external partners who are able to support their work at both the preventative and intervention level and engage with these to enhance anti-bullying practice.
- The school/setting informs families about external agencies and engages with these to provide support to children and young people and their parents/carers.
- The school/setting informs parents/carers of the Local Authority Anti-bullying Helpline (01609 780780), and provides details of national helplines and advice/support agencies.
- The school/setting considers/engages in the CAF process if this becomes necessary, and seeks the early advice of the Local Authority when dealing with complex cases.
- The school/setting has knowledge of, and supports, any locality based work to prevent bullying in the wider community.

Further support

Resources

- 'Preventing and tackling bullying: Advice for headteachers, staff and governing bodies' (DfE October 2014)
- 'No place for bullying' (Ofsted 2012) - report (full and summary versions) and case study examples
- Cyberbullying: Advice for Headteachers and school staff (DFE November 2014)
- Advice for parents on cyberbullying (DFE November 2014)
- 'Lets Fight it Together' (Cyberbullying DVD): <http://www.youtube.com/watch?v=dubA2vhllrg>
- 'School, Academy and College Anti-Bullying Checklist' NSPCC
- 'School support for children and young people who are bullied' (DfE March 2014)
- Getting started - a toolkit for primary schools on challenging HBT language and bullying http://www.stonewall.org.uk/sites/default/files/getting_started_toolkits_primary.pdf
- Getting started- a toolkit for secondary schools in challenging HBT language and bullying https://www.stonewall.org.uk/sites/default/files/getting_started_a_toolkit_for_secondary_schools.pdf
- North Yorkshire County Council PSHE curriculum entitlement framework for Key stage 1-4 available in the PSHE room on Fronter

Websites

- Anti-bullying Alliance - www.anti-bullyingalliance.org.uk/
- Childline www.childline.org.uk/
- Young Minds www.youngminds.org.uk/
- NSPCC www.nspcc.org.uk
- Kidscape www.kidscape.org.uk/
- Bullying UK www.bullying.co.uk
- Childnet www.childnet.com
- Stonewall www.stonewall.org.uk
- Schools Out www.schools-out.org.uk
- DfE www.education.gov.uk/schools/pupilsupport/behaviour/bullying
- Cyberbullying www.internetmatters.org/
- The Diana Award www.antibullyingpro.com/

Advice and Support

The Inclusive Education Service can offer advice and support to schools about generic anti-bullying work as well as responding to specific complex issues.

Contact jules.higham@northyorks.gov.uk for further information or speak to your area Social Emotional Mental Health Education Advisers

Professional Development

Generic training packages are available via Smart Solutions on:

- Leading an anti-bullying culture
- Whole school anti-bullying training for staff
- Parent/carer anti-bullying workshop
- Governor anti-bullying training
- Setting up a peer support or 'buddy' scheme in school

Appendix A Policy Checklist

<p>1. Statement of values and position</p>	<p><i>Including...</i> specifying that bullying behaviour is always unacceptable and that claims of bullying will always be taken seriously and acted upon; that this policy relates to children and young people and to adults; that the school also recognises its duty to respond to bullying that takes place outside the school premises; that reasonable adjustments will be made according to special educational need/disability and taking into account the needs of vulnerable pupils.</p>
<p>2. Reference to legislation and school/setting responsibilities</p>	<p><i>Including...</i> this policy outlines ‘measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils’; (Education and Inspections Act 2006)</p>
<p>3. Reference to related school policies</p>	<p><i>Including...</i> how the anti-bullying policy links to other policies at the school - behaviour, child protection etc.</p>
<p>4. Definition of bullying and reference to methods and types of bullying</p> <p><i>Example comes from Anti-bullying Alliance guidance—see page 1 for a more detailed version of this definition</i></p>	<p>Bullying behaviour:</p> <ul style="list-style-type: none"> • deliberately causes hurt (either physically and/or emotionally); • is repetitive; • involves an imbalance of power; • can take place between children, between adults, between adults and children. <p>Bullying is not:</p> <ul style="list-style-type: none"> • teasing and banter between friends without intention to cause hurt; • falling out between friends after a quarrel or disagreement; • behaviour that all parties have consented to and enjoy. <p>Types of Bullying</p> <p>Direct</p> <ul style="list-style-type: none"> • Physical - attack, hitting, kicking, pinching, taking possessions etc • Verbal - name calling, teasing, threats, spreading malicious stories etc • Non-Verbal - ignoring or leaving out, offensive gestures, facial expressions etc <p>Indirect</p> <ul style="list-style-type: none"> • Cyber bullying - texts, picture/video clips, phone call, email, instant messaging, chat rooms, social networking sites etc <p>Prejudice or identity-driven bullying or harassment</p> <ul style="list-style-type: none"> • Disability / Special Educational Needs • Gender and Gender identity- sexism and transphobia • Race, religion or belief • Sexual Orientation – homophobia and biphobia
<p>5. Strategies to prevent bullying at the universal level</p>	<p><i>Including...</i> information on how the school delivers/ensures:</p> <ul style="list-style-type: none"> • a general culture of positive behaviour/ positive whole school ethos/ respect focus; • regular awareness raising opportunities to communicate anti-bullying messages, policy and practice and to celebrate the success of anti-bullying work; • opportunities to promote equality and to acknowledge and celebrate diversity; • curriculum/other activities that focus on specific types and/or methods of bullying e.g homophobic, biphobic and transphobic bullying or cyberbullying; • curriculum/other activities that raise awareness, cultivate a sense of responsibility and develop skills to respond to bullying, either as a bystander or as a target; • curriculum/other activities that develop social and emotional skills; • opportunities to engage children and young people in planning anti-bullying activities and in supporting their peers; • appropriate levels of adult supervision so that children and young people feel safe around the site and can be confident that bullying behaviour will be seen and acted upon at all times; • transparent systems for reporting incidents of bullying so that children and young people and parents/carers know who to turn to and are confident that their concerns will be taken seriously and acted upon.

6. Procedures for responding and intervention *Including...*

- responsible staff and awareness amongst all adults of how to recognise potential bullying behaviour/incidents and indicators that a child/young person may be a target of bullying and how they should respond if they witness potential bullying behaviour/ incident;
- sense of ‘thresholds’ for determining appropriate response;
- details of possible consequences;
- additional and different small group or one-to-one support - for targets of bullying and for those exhibiting bullying behaviour;
- transparent systems, with appropriate confidentiality, to enable children and young people and parents/carers and other adults to report; incidents;
- ‘confidential’ listening opportunities for children and young people;
- interventions and support ensure that all children and young people involved in alleged bullying incidents remain safe throughout all stages of investigation and resolution i.e. targets and alleged perpetrators;
- a range of sanctions that are applied sensitively and with regard to the need to make reasonable adjustments;
- effective communication and partnership working with parents and carers;
- effective partnership working with support agencies and other external support.

7. Procedures for reporting, recording, monitoring and analysing incidents of bullying and for monitoring perceptions of bullying *Including...*

- using the data from the Growing up in North Yorkshire Survey;
- anonymous surveys to gather perceptions of bullying from children and young people and parent/carers;
- targeted consultation with mixed groups of children and young people and with those within specific vulnerable groups;
- arrangements for collecting and analysing data on bullying that occurs in the community, e.g. cyberbullying, bullying on school journeys;
- transparent procedures via which children and young people, parents/carers and other adults can report incidents of bullying;
- formal systems for recording serious and persistent incidents of bullying (including internet abuse);
- systematic analysis of data to identify vulnerable pupils or groups and to identify priorities for action;
- routine reporting to the LA of any incident that meets the current reporting thresholds
e.g. racist incidents.

8. Procedures for working with parents/ carers, particularly when responding to expressions of concern *Including...*

- measures to make all parents and carers aware of the anti-bullying policy and to involve parents/carers in policy development and review;
- opportunities for parents and carers to receive training on different types of bullying and how to prevent it;
- measures to carry out anonymous surveys of parents’ and carers’ opinions of bullying;
- measures for parents and carers to share any concerns about bullying;
- measures to ensure that parents and carers are informed and engaged promptly when their child is involved in bullying;
- measures to provide advice and support to parents and carers whose children are targets of bullying or responsible for bullying behaviour;
- measures to make parents/carers aware of formal complaints procedures if they are not satisfied by the way their concern has been dealt with.

9. Undertaking to promote, monitor, review and evaluate policy *Including...*

information and how and when the policy will be disseminated (student version of the policy?), monitored and evaluated

Appendix B sample pupil survey



STOP... Bullying (several times on purpose)

Bullying . . .

is when people do nasty or unkind things, on purpose and usually more than once, that hurt or upset others. Bullying is often difficult to stop without help.

Bullying can be:

Direct: Physical (e.g. hitting, kicking, taking belongings)

Verbal (e.g. name-calling, teasing, spreading nasty rumours)

Non-verbal (e.g. leaving people out, pulling faces)

Indirect: Cyberbullying (e.g. nasty or threatening text messages or comments in chat rooms, social networking or gaming sites)

I am a girl I am a boy (tick one)

I am in Year _____

1. Have you been bullied at or near school in the last 12 months?

Please circle ONE answer

Yes

No

Don't know

2. Have you bullied someone else at school in the last 12 months?

Please circle ONE answer

Yes

No

Don't know

3. Do you ever feel afraid of going to school because you may be bullied?

Please circle ONE answer

Never

Sometimes

Often

Very often

4. Do you think others may fear going to school because of you?

Please circle ONE answer

Yes

No

Don't know

5. Do you think your school takes bullying seriously?

Please circle ONE answer

Yes

No

Don't know

6. How well does your school deal with bullying?
Please circle ONE answer

very well	quite well	not very well
-----------	------------	---------------

badly	bullying is not a problem in my school	don't know
-------	--	------------

7. Do you think that it is a good idea to have buddies in our school?
Please circle ONE answer

Yes	No	Don't know
-----	----	------------

8. Does the school help you to be a good friend?
Please circle ONE answer

Yes	No	Don't know
-----	----	------------

9. Who would you talk to first if you were being bullied or had a problem in school?

Please circle ONE answer

Headteacher	My class teacher	other adult in school
-------------	---------------------	--------------------------

a school buddy	parent or other carer	friend
----------------	--------------------------	--------

other: _____

10. What would you do if you saw, or thought that, someone else was being bullied?
Please circle ONE answer

nothing	tell my Headteacher	tell another adult in school
---------	------------------------	---------------------------------

tell a school buddy	tell a parent or other carer	tell the person doing the bullying to stop it
------------------------	---------------------------------	--

11. Now is your chance to talk to someone who bullies other people. What would you say to him or her?

Thank you for filling in this survey.

We are all working together to make sure that bullying does not happen at our school.

A

Cyberbullying

Cyberbullying is when someone uses technology (such as the internet or a mobile phone) to bully others.

(Childnet International)

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying 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.

(DfE)

Our expectation of schools and other settings

Schools/settings should establish:

- awareness-raising opportunities, for example through the curriculum, assemblies and display materials, that focus on safe and responsible use of modern technologies;
- effective e-safety policy and practice;
- a culture whereby the school adopts a sense of responsibility for responding to bullying incidents that happen outside school;
- the expectation that incidents of cyberbullying will be taken seriously, and will be responded to, according to the school's procedures for responding to any other form of bullying behaviour;
- partnership working with other agencies, for example the police to deliver key messages, or to deal with specific incidents which may warrant police intervention.

Statutory/National requirements

- Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises.
'Behaviour and discipline in schools - Advice for headteachers and school staff' (DfE February 2014)
- The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

'Behaviour and discipline in schools - advice for headteachers and school staff' (DfE February 2014)

Resources

'Cyberbullying: Advice for headteachers and school staff' (DfE November 2014)

'Advice for parents and carers on cyberbullying' (DfE November 2014)