



Solihull
METROPOLITAN
BOROUGH COUNCIL

Anti-Bullying Policy



Guidance and Framework

Effective from November 2008

Guidance and framework on developing an anti-bullying policy

Bullying stops children learning and destroys confidence and emotional well being. Everyone in Solihull wants to see a reduction in bullying by creating safe learning and social environments in which everyone has the opportunity to thrive and learn.

As the new Anti-Bullying Project Manager, I am co-ordinating the Anti-Bullying Strategy for Solihull Council. This involves bringing together a group of people, including representatives from Education & Children's Services, Schools, Community Services, Police, the Voluntary Sector and Health. Young people also feed into the group and the strategy and policy making process.

To help clarify our expectations of schools, in working in partnership with Solihull Council to safeguard children from bullying behaviour, I am very pleased to present to you Guidance and a Framework to develop Policy and Practice in your settings. I hope this will inform your work in producing information for your school community, accessible to all generally and in particular to develop leaflet information for children and young people and a Poster of a School Charter.

The aim is to develop a consistent response in Solihull:

To children and young people who experience bullying

To those who bully others

To those who seek help for others

The expected outcome is for **children and young people to have a better understanding of the definition of bullying, what to do and how to get help.**

I am very appreciative to colleagues for their significant contribution to addressing this issue generally and for constructive feedback to inform the development of this document.

Acknowledgements

Principal authors: Wendy Heron (School Improvement Adviser); Mohammed Bham (Principal Educational Psychologist); Pam Garrington (Behaviour and Attendance Consultant).

With the valued support of: Personal Social Development (PSD) Consultative Group; Anti-Bullying Behaviour Alliance (ABBA) Practitioner Group; Anti-Bullying Behaviour Alliance (ABBA) Young People; Wendy Jefferies (for the initial draft document).

Together we can STOP bullying.

Mohammed Bham

Principal Educational Psychologist
Solihull Council

Guidance on developing an anti-bullying policy for your school and its partner organisations

Contents

1. Introduction and context	3
2. Values in Solihull	3
3. The Legal Framework	4
4. A Whole School Approach	6
5. Defining Bullying	6
6. Prevention	7
7. Responding to Incidents	8
8. Monitoring, Evaluation & Review	9
9. Areas of Responsibility	10

APPENDICES

Appendix 1 – Guidance for Parents and Carers	12
Appendix 2 – Staff Training, Induction and Support	14
Appendix 3 – Consulting Pupils	15
Appendix 4 – Consulting Parents, Carers and Governors	16
Appendix 5 – Working in Partnership with other Agencies	17
Appendix 6 – Bullying Incident Form	18
Appendix 7 – Action Flow Chart	20
Appendix 8 – Resources	21

1. Introduction and context

The central premise of this guidance is that the emotional and physical safety of all is paramount.

The experience of or anticipation of being bullied can shape an individual's sense of self and relationships. It can have a corrosive and damaging impact on their self esteem, mental health, social skills and progress at school. Bullying is the issue most commonly cited by pupils as being a barrier to participation and learning.

In Solihull we define bullying as:

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

This document is written as guidance to help schools develop their own anti-bullying policy and includes a framework for developing individual school policy.

It is being provided to schools as part of the Local Authority's response to the Solihull Children & Young People's Plan Priority 2 'Antibullying and Personal Safety', to the work of the Local Safeguarding Children's Board and in response to other national imperatives:

- Children Act 2004
- National Healthy Schools Programme
- Primary and Secondary Strategies – specifically SEAL (Social and Emotional Aspects of Learning)
- Safeguarding Children 2004
- Safe to Learn DCSF 2007
- Race Relations Amendment 2000
- Disability Discrimination Act 1995
- Education and Inspections Act 2006

This list is not exhaustive of all the relevant legislation but includes the most recent and important ones.

2. Values in Solihull

The UN Convention on the Rights of the Child states Children and young people have the right to:

- Not to be discriminated against (Article 2)
- Be heard, express opinions and be involved in decision making (Article 12)

All members of the school community have rights:

- Not to be bullied or intimidated by colleagues, pupils or parents.
- We all have a responsibility to respect the values of the school community.

This guidance focuses on practical measures that protect and promote the welfare of children and young people.

It follows the spirit of the 1996 Education Act which requires every school to provide a balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

This guidance has been written within a values framework that acknowledges the rights and responsibilities of children, young people and adults. It is based on the following principles:

- an entitlement for pupils to appropriate and balanced education and support
- the right of all to learn in a safe and supportive environment
- the right of all to access helping services
- the right of all to accurate information
- the right of all to participate and to be consulted
- the right of pupils to hold their own views and to make their own decisions in an age appropriate way.

Where can you find more details of good practice to inform your thinking?

'Safe to Learn', the latest government guidance on anti-bullying, is the main source of good practice which has informed this document. For a full list of sources of information and support see Appendix 1.

3. The legal framework

Legal requirements

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

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

The Local Authority relies on schools to support the above intentions.

3.2 The law requires that **governing bodies** must:

- make, and from time to time review, a **written statement of general principles** to guide the head teacher in determining measures **to promote good behaviour**;
- **consult** the head teacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- **promote the well-being of pupils** in their schools;
- exercise their functions with a view to safeguarding and promoting the welfare of pupils;
- **produce an Annual Profile** answering the question "How do we make sure our pupils are healthy, safe and well-supported?";

- have a **race equality policy**; and assess and monitor the impact of their policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment; it is a legal requirement to report all racist incidents, whether or not they are examples of bullying, to the designated local authority officer.
- have a **disability equality scheme and make reasonable adjustments** to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled;
- **establish procedures for dealing with complaints** about bullying, and all matters relating to the school, and publicise these procedures.

3.3 The law requires that head teachers must:

- determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the **school's behaviour policy**, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying among pupils**"; (See 'Safe to Learn' part 5).
- have measures in place to prevent or challenge homophobic bullying.
- **publicise all the measures** in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- determine and ensure the implementation of a **policy for the pastoral care of the pupils**;
- ensure the **maintenance of good order and discipline** at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities, whether on the school premises or elsewhere.

3.4 The law requires that teachers must:

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

Legal powers

3.5 The law empowers:

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

These are the legal duties by which a school, its staff and pupils must abide. Beyond these minimum requirements there is a moral duty to care for our children and young people to the highest possible standard and to make sure they have every opportunity to live happy and fulfilled lives. **This should take everyone beyond the minimum legal requirements.**

4. A whole school approach

The National Healthy Schools Programme explains and defines the whole school approach to policy development and explains the rationale for using it. Schools wishing to be able to self-validate against the criteria for the NHSP need to use this process to develop all their policies which impact on the whole community:

A school's approach to anti-bullying is most effective when:

- it is addressed by the whole school community – staff, parents/carers, pupils, governors and the wider community
- it is consistent with the school's values and ethos, and developed by all members of the school community
- preventive work around anti-bullying is part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary
- policy and practice for managing incidents are consistent with teaching
- pupil's needs and views are taken into account when developing programmes and policies
- staff have access to training and support.

The National Healthy School Standard (NHSS) supports such a whole school approach. For further details of how this can be put in place, see Appendices 3 and 4.

5. Defining bullying

The DCSF defines bullying in its key guidance document 'Safe to Learn' as:

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

In drawing up your school policy you are advised to consider how you wish to define bullying in your school. The DCSF definition would be the best to use so that there can be consistency across the Local Authority and families in different situations will all be working to the same definition. Each school will need to discuss this widely and may need to add further detail to this definition:

'In our school this means...'

'In our school bullying does not include:

- one off aggressive acts on the spur of the moment
- retaliation
- accidental hurt caused through thoughtless acts or words.'

After reading the DCSF guidance you may wish to define specific types of bullying separately e.g. homophobic bullying, cyber bullying, racial bullying.

The DCSF definition covers behaviour that is repeated **Several Times, On Purpose (STOP)** and includes: name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or internet; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful or untruthful rumours. It may take place between two individuals in isolation or in the presence of others. Bullying can take place between pupils, between pupils and staff or between staff, parents, carers and other adults and may be happening on or off the school premises.

Bullying may be for a variety of reasons. The reasons may not be immediately obvious. It may be related to:

- race, ethnicity, religion or culture
- special educational need or disability
- appearance or health
- sexual orientation
- circumstances e.g. young carers
- sexual harassment or sexism.

and can take a number of forms:

- verbal, physical or emotional
- homophobic bullying: looks like other sorts of bullying, but in particular it can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “you’re such a gay boy!” or “those trainers are so gay!”
- sexual assault and threatening behaviour and may target any pupils or staff regardless of sexual orientation
- cyberbullying – using on-line spaces to spread rumours about someone or exclude them. It can also include text messaging, including video and picture messaging or abusive phone calls.

For a more extensive and detailed set of descriptions see DCSF ‘Safe to Learn’.

6. Prevention

It may not be possible to prevent all bullying but the incidence of it can be greatly reduced by planning ahead, by developing an ethos which is open, honest, listening and respectful of confidentiality, by acting quickly and consistently whenever any bullying occurs and by continually making sure that everyone understands what bullying is and that it is unacceptable.

Some examples of good practice may include:

- developing an anti-bullying charter which all can sign up to
- making clear and explicit the school ethos which does not tolerate any kind of bullying
- making it the norm to challenge any kind of bullying behaviour including playground name calling
- developing a range of peer support systems that children and young people can utilise

- developing Emotional Health and Well Being throughout the school community (using the NHS Programme, SEAL etc)
- reviewing the physical environment to remove any bully hot spots or hidden places
- using pupil voice create a climate of openness and honesty where any bullying can be confidently reported
- using PSHE provision to develop tolerance and social skills, ensure that all pupils know what bullying is and have some strategies for managing difficult situations
- providing professional development for all staff and workshops for parents
- using the curriculum to develop co-operation and communication skills
- disseminating the policy widely, keep it high profile and actively use its processes when necessary, effectively managing incidents and communicating outcomes openly
- providing good role models
- managing conflict and confrontation peacefully.

Prevention is most effective when a range of measures are brought together and when everyone is able to:

- listen and take the issues seriously
- understand the principles and purpose of the school anti-bullying policy
- understand their legal responsibilities regarding bullying
- are clear about their responsibility to resolve problems
- know what sanctions and behaviour management strategies are in place and where to seek support
- have the requisite knowledge and skills for preventing bullying and repairing harm
- understand the needs of vulnerable pupils including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities
- know the procedures for referral to outside agencies
- know the procedures in relation to safeguarding and to whom to report any child protection issues.

7. Responding to incidents of bullying

How does the school respond to and manage bullying incidents and what actions does the school take to support children and young people who are bullying or being bullied? Has the school developed an ethos in which bullying is taken seriously, reports of bullying are listened to and responded to quickly and sensitively, so that no-one ever feels ignored or alone in dealing with this problem? In Solihull, everyone should be encouraged to **Start Telling Other People (STOP)** when they experience or witness bullying.

In dealing with incidents of bullying you will need to consider the following:

- **is there a clear procedure which everyone can understand and follow when an incident occurs?** See Appendices 6 and 7 for further examples

Is it clear how staff should set about finding out what has happened in a sensitive way, how account is to be taken of vulnerable pupils, clarity about confidentiality from the outset?

- **is there a named person that parents can contact and to whom staff and pupils can report incidents?**
Does this person know who else needs to be informed e.g. parents and how to react if the law has been broken e.g. an assault has taken place or a racial incident has occurred?
- **are there simple forms for recording the incident and the actions taken and when and how these will be followed up and reviewed and by whom?**
See Appendix 6 for an example of good practice
- **is your procedure supportive of those being bullied, those seeking help for others, the bully and their families?**
Have strategies for responding to incidents been carefully thought through and made clear to everyone in the policy so that their purpose and impact lead to improved experiences for all concerned? E.g. use of peer support, a range of sanctions depending on circumstances, restorative practice
- **can your procedures be applied equally to all kinds of bullying including bullying by adults?**
You may need to write a specific procedure where adults bully pupils or other adults
- **does your procedure provide opportunities for engaging other partners e.g. Educational Psychologists, Educational Welfare Services, where appropriate?**
- **is there information for parents on how to support and help their children, how to report problems and how to follow this up if not satisfied with the outcome?**

8. Monitoring, evaluation and review

How does the school monitor those children and young people who might be more vulnerable to being bullied or exhibit bullying behaviour?

It is important that all schools keep detailed and clear records of incidents, including the type of bullying and outcomes of action taken, and any other information that will allow analysis leading to improved provision. This data should be reviewed regularly and used to improve practice. Section 5 of the DCSF Safe to Learn document is very detailed and clear.

Review: the policy needs to make clear the arrangements for review both of the document and of the procedures in place. This should include details of how frequently and by whom the review takes place. Governors should receive regular reports on the impact of the policy.

It will be helpful if the school includes in its policy its intention to share information about bullying with the Local Authority so that, as a Children's Services Authority (CSA) it is possible for the LA to fulfil its responsibilities for contributing to local and national data and to monitor performance across the authority as a whole.

All the information from this section needs to be fed into the Self Evaluation Framework (SEF). This does not need to be a description of action taken except where that is necessary to illustrate evidence of impact. Where evidence includes examples of action taken it is good practice to end sentences with '...and the outcome for pupils was...' or '...and the impact of this was...'.

Section 2 asks for details of stakeholders views; action taken as a result; impact on the school community.

Section 4b asks for comment on the extent to which the school meets the ECM agenda requirements for children to be safe. It is important here to be able to comment on pupil groupings including vulnerable groups and to be able to cite pupils' and parents' views of this.

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

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

9. Areas of responsibility (see also legal responsibilities in Section 3)

Are roles and responsibilities for reporting, recording, responding and reviewing bullying incidents made explicit in your policy and in job descriptions where appropriate?

Governors:

- for ensuring that the school complies with the law
- reviewing the policy regularly and checking that it is followed
- challenging the school to improve its performance
- responding to complaints.

Head Teacher:

- report to governors
- carry out compliance with the law
- make sure that there is an appropriate policy, that it is 'live' and that it is communicated to everyone
- make clear connections with other relevant policies such as safeguarding, behaviour, attendance, sex and relationships education, confidentiality, health & safety and drugs.

Deputy Head teacher and SLT:

- take responsibility for keeping the policy live, managing the procedures effectively and modelling good practice issues from all sources and take seriously any feedback from all sources
- being open to listen to concerns from anyone in this area
- modelling good practice in dealing with bullies and with those targeted by bullies.

Teachers and other staff:

- being aware of the policy and keeping to its expectations
- modelling good practice in their relationships with each other and with parents and pupils
- developing an ethos in the classroom which mitigates against bullying behaviour and which listens to pupils' concerns and acts on them quickly.

Pupils:

- know what the school response to bullying is and how to take part in decision making about dealing with it
- take responsibility for ones own actions and their consequences
- understand the effect of ones own behaviour on the feelings and outcomes for other people
- have the courage to challenge bullying behaviour or to report it to someone who is strong enough to challenge it
- offer support to other pupils who are targeted by bullies.

Parents:

- listen to children when they have concerns and consult them about how to help
- report any bullying to the school using the arrangements in place in the policy
- be prepared to accept that your child might bully others
- keep in touch with the school to help children to change or to cope with difficulties.
- if not satisfied with the schools' response, take your complaint further using the means suggested in the school policy.

Guidance for parents and carers

If your child displays some of the following signs this may be an indication that they are being bullied:

- be unwilling to go to school
- beg you to drive them to school
- change their route to school
- begin doing poorly in their school work or show variation in performance
- have clothes or possessions which are damaged, destroyed or lost.
- become withdrawn, clingy, moody aggressive, uncooperative or non-communicative
- show a marked change in a well established pattern of behaviour
- have sleep or appetite problems
- complain of illness more frequently
- have unexplained bruises, scratches, cuts or pains
- have their possessions go 'missing'
- request extra money or begin stealing money (to pay the bully).

However, it must be remembered that these signs can also be an indication of other problems or simply of the onset of adolescence and may not always be linked to bullying.

Try to follow the school guidance on dealing with bullying incidents. This should be part of the school's policy on anti-bullying – ask for a copy to be given to you if you do not already have it.

If your child has been bullied, whatever form of bullying including racist, homophobic or electronic bullying connected with school:

- calmly talk with your child about his/her experiences
- make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened or ask your child to keep his/her own diary
- reassure your child that he/ she has done the right thing to tell you about the bullying
- explain to your child that should any further incidents occur he/she should report them to a member of staff immediately.
- make an appointment to see your child's class teacher or form tutor or the member of staff who liaises with parents
- explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- make a note of what action the school intends to take and when
- ask if there is anything you can do to help your child or the school

- stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- check with the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with the parent governor or other parents.
- make an appointment to discuss the matter with the Head teacher and keep a record of the meeting
- children sometimes stay away from school due to bullying, but parents risk prosecution if their children fail to attend school, so if you are having difficulty in getting your child to attend school, contact your school's Education Welfare Officer to discuss the situation with them. The Education Welfare Officer's role is to ensure that children and young people do attend school regularly so you can ask their advice and they will liaise with the school
- if none of the above has resolved the problem to your satisfaction, write to the Chair of Governors at the school. The Governors will investigate and may invite you to meet to discuss your concerns
- if you are still dissatisfied, contact the Director of Education and Childrens Services.

If your child is bullying others:

- talk with your child and explain that what he/she is doing is unacceptable, makes other children unhappy
- find out if there is anything that is troubling them and try to suggest ways to sort it out
- explain that walking away from a situation where they can feel that things are getting out of hand is not a weakness
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how he/ she can join in with other children without bullying
- make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- ensure your child is careful to whom they give their mobile phone number and email address. Check carefully on your child's use of the internet and make sure it takes place in a place where adults are present
- check exactly when a threatening message was sent.

If you have any reason to believe this is linked to school, other pupils or staff then follow the procedure above. Where this is not linked to school and other pupils you may need to report incidents to the police.

Staff training, induction and support

Are there regular opportunities through general and specific staff induction and continuing professional development to ensure that the practice of all staff working in the school, (including visiting agencies) reflects the anti-bullying policy and ensures that all staff feel confident in managing all bullying situations?

Many staff who need to offer preventive education, manage incidents or support pupils who experience bullying, say they do not know enough about the policy and do not feel confident. It is important to support staff to enable them to feel more knowledgeable, confident and skilful in their work with pupils.

As well as teachers it is important to also consider the support and training needs of other staff, including support, administrative, ancillary and caretaking staff. They may find themselves managing incidents of bullying and often form informal relationships where pupils discuss personal issues and concerns. Senior managers are often overlooked when it comes to support and training. They are sometimes so busy that they are not included, or even exclude themselves, from support and training. It is important to address the training and support needs of all staff beyond the expectations and requirements of Child Protection.

Staff are more likely to feel supported if:

- the school has a clear, up-to-date anti-bullying policy that has been developed by the whole school community
- there are named, senior members of staff who can be turned to for advice and support.
- up-to-date information and teaching resources are provided
- there is an ongoing programme of staff training.

Staff training might include:

- awareness raising sessions for all staff covering the management of incidents, the law, how to respond to pupils' concerns, etc.
- an introduction during induction to the policy and procedures in use in the school, and to the personnel who have key roles in its implementation
- sessions focused on how to offer preventive education for PSHCE covering content, teaching approaches and resources
- training around equality and diversity issues where they impact on bullying behaviour
- sessions focused on how to support pupils who experience bullying problems either as bully or victim or concerns for staff who have particular pastoral responsibilities.

Schools might also consider involving parents/carers and/or governors in staff training sessions.

Consulting pupils

All pupils, even very young children, will have some understanding about bullying and its effects, some of which might be based on parents' views or myths perpetrated by older pupils. Establishing what pupils know, think and feel about bullying, what they want to learn and how they feel they can be best supported provides essential information about how schools can be effective in their approach to managing this difficult area and meet pupils' needs.

There are a number of ways of engaging pupils to establish their needs including:

- use of the 'draw and write' technique, especially with primary school pupils.
- conduct activities to find out what groups of pupils 'want' and 'don't want' in relation to preventing or managing bullying. For example, small groups might brainstorm on flipcharts what they 'want' and 'don't want' and then feedback for whole group discussion
- consult older pupils about what they feel works for younger pupils. Consider developing this to involving the older group to help actually deliver preventive education and support to the younger group
- conduct a survey using a questionnaire. Include a menu of possible content areas (covering information, attitudes/values and skills/decision making) or services that you feel may be relevant to the specific group. Include space for pupils to add additional items
- regularly discuss the schools approach to bullying and what pupils feel about it at School Council meetings.

Clearly identifying needs, as opposed to expressed wants, takes a bit of work. Just asking pupils what they want tends to result in a limited response. Pupils may have little idea of what they want or what is possible. They usually have some idea of how important it is to tell someone about bullying but find it more difficult to think of aspects of attitudes/values and skills they may need to explore. They may not ask for some things because they think schools will not be able to deliver. This means it is usually better to give pupils a menu of possibilities, as well as asking them for additional things they may wish to explore.

Involving and consulting parents/carers and governors

Many parents/carers worry about the possibility that their children will be bullied but rarely consider how it might feel to find that their child is a bully. They may feel very frightened and ignorant about how to respond to what their child or the school is telling them.

Nearly all parents/carers welcome the opportunity to talk to staff at school and respond positively when they are actively involved. Schools can play the important role of helping parents/carers feel more confident and less anxious should their child be involved in bullying.

School governors have responsibilities for curriculum development, management of incidents and policy. They will be also be concerned to protect the public image of the school. In some schools governors have found these responsibilities a bit daunting when it comes to bullying as there is an expectation that children will be safe and protected from any harm while in school. It is important for teachers to take the initiative and actively involve governors in developments in preventive education, managing incidents and developing policy.

Consider the following ways of involving parents/carers and governors:

- make them aware of the school's approach and rationale, for example, through the school prospectus or handbook
- run bullying awareness workshops for parents/carers and/or governors. The LA and Healthy Schools Programme Team can help schools run such workshops
- involve them in staff training sessions (see section 3.2) and policy development working parties (see section 6)
- report regularly to their meetings about what the school is doing and curriculum and pastoral developments
- provide information about the prevalence of bullying in school and about improvements in provision
- involve parents/carers in the work you do around bullying with their children. This might include:
 - providing information to new or prospective parents before children start in school
 - use of homework activities that encourage pupils to talk to, and work with, their parent/carer.

Working in partnership with other agencies

Schools are not alone in developing effective approaches to anti-bullying. A range of other agencies can give advice and support to staff and also provide direct support services to pupils and their families.

Support and advice for developing anti-bullying programmes can be provided by the LA Healthy Schools Team. In addition a number of outside agencies can provide direct input into anti-bullying preventive education lessons, including Children's Society, Educational Welfare and the Youth Service.

Support and advice about managing incidents can be provided by the Educational Psychology Duty Call Service on 0121 770 6030, some children's charities and other agencies within the local authority. It is important that schools develop good working relationships with these agencies.

To help achieve this schools should:

- get to know agency staff, what the agency does, support they can offer schools and their working practices
- be aware that outside agencies may sometimes have different approaches to school's issues and different protocols, such as over confidentiality
- exchange information about ways of working so that both parties are clear about expectations
- wherever possible, work in partnership and jointly plan work.

Appendix 6

Bullying Incident Form

Name of reporter	Class	Date
Pupil(s) involved	Class	Date of incident
Ethnicity	Place of incident	

Indicate type of incident:

Name-calling

Cyber bullying

Demand/taking money

Teasing

Physical violence

Belongings taken

Being left out

Threat of violence

Forced into something against will

Other

Was the incident motivated by:

Appearance

Disability

Gender

Race/ethnicity

Religion

Homophobia

Where did the incident take place?

Playground/field

Dining room

On way to/from school

Toilets

In class

Other(please state)

Corridor

On school bus

Brief description of incident

Action taken

Staff informed

Have you had contact with the victim's parent/carer? Yes No

If yes, by phone/letter? Date of contact.....

Have you had contact with the perpetrator's parent/carer? Yes No

If yes, by phone/letter? Date of contact.....

Are any other agencies involved? Yes No

If yes, which agencies?

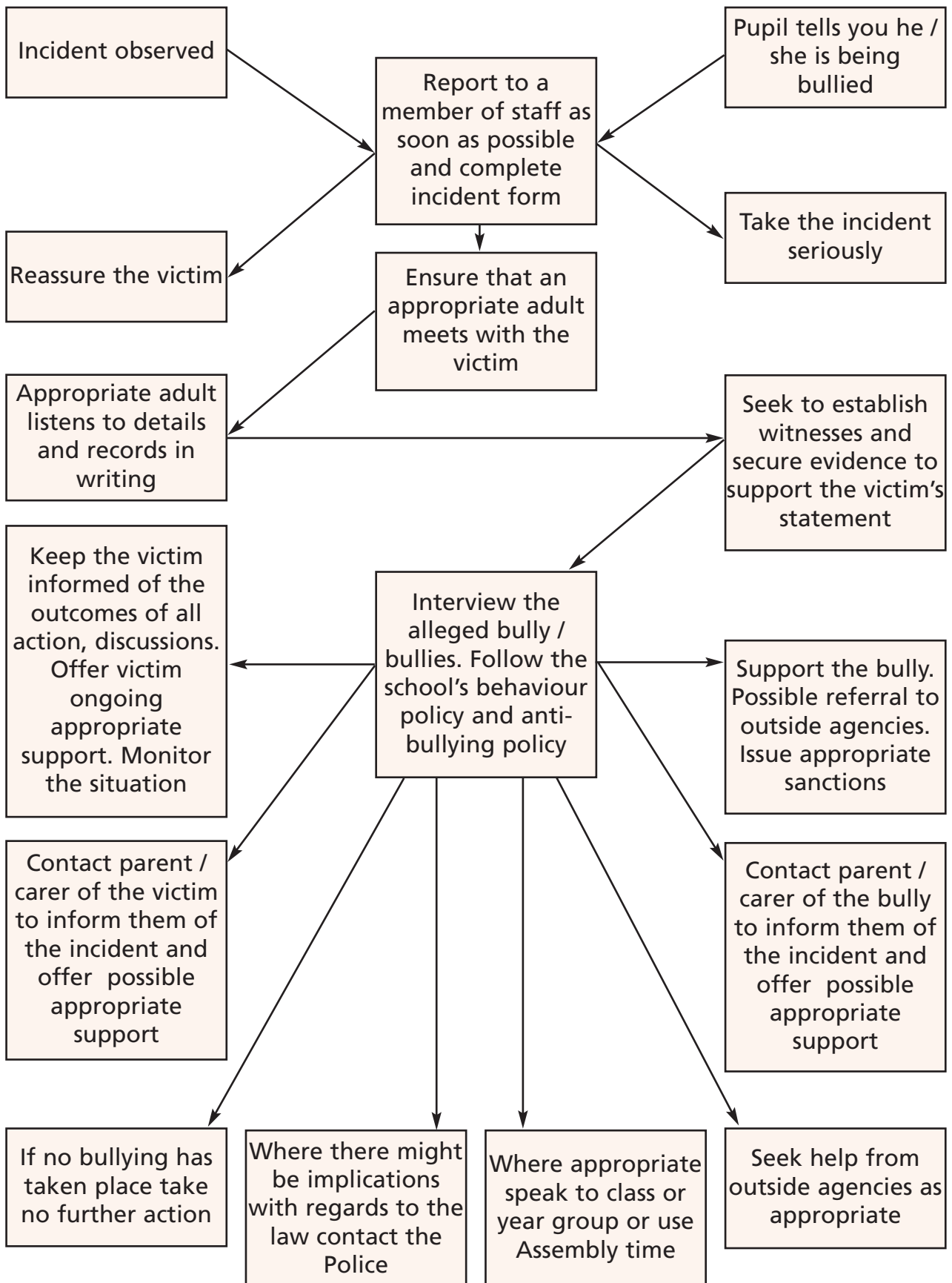
Signed:.....

Name:.....

Details of any subsequent actions or follow-up

Appendix 7

Action Flow Chart



Appendix 8

Resources

Safe to Learn: Embedding Anti-bullying Work in Schools

DCSF-00656-2007

This publication can be downloaded at www.teachernet.gov.uk/publications

Cyberbullying: Embedding Anti-bullying Work in Schools

DCSF-00658-2007

This publication can be downloaded at www.teachernet.gov.uk/publications

Cyberbullying: A Whole-school Community Issue

DCSF-00685-2007LEF

This publication can be downloaded at www.teachernet.gov.uk/publications

Homophobic Bullying: Safe to Learn: Embedding Anti-bullying Work in Schools

DCSF-0068-2007

This publication can be downloaded at www.teachernet.gov.uk/publications

Bullying: Don't Suffer in Silence

DCSF: An anti-bullying pack for schools (2003)

Information and multi-media resources available at www.dfes.gov.uk/bullying

Behaviour and Attendance In-depth Audit for Primary Schools: Booklet 2 – A Whole School Ethos and Framework

DCSF 0758-2003R

Behaviour and Attendance In-depth Audit for Secondary Schools: Booklet 4 – Bullying

DCSF 0207/2003

Behaviour and Attendance Toolkit Units: Toolkit Unit 4 – Bullying

DCSF 0511/2004

www.healthyschools.gov.uk

For information about being a Healthy School and support materials and resources

Bullying: A Guide To The Law

This guide provides information for parents and carers on bullying and what schools are required to do to prevent it and deal with it effectively. It also provides practical advice for parents if their child is being bullied.

ISBN: 0946109451

Bullying: Why it Matters

Leaflet for parents explaining what bullying is and what can be done to help
Young Minds (2005)

In School, Stay Cool

Helps young people work out how to develop the skills to cope and get the support they need if they are having problems at school

Wise Guides: Bullying by Michele Elliot

A book to help teenagers, children and parents to cope with bullying and to seek help.
ISBN: 0340714832

Stand Up For Us – Challenging Homophobia in Schools (2004)

ISBN: 1-84279-200-8

Excellence and Enjoyment: Social and Emotional Aspects of Learning

Provides a framework for promoting SEAL. Theme three is "Say no to bullying"
Available to download from www.bandapilot.org.uk/primary

Social and Emotional Aspects of Learning for Secondary Schools

A whole school approach to promoting SEAL
Available to download from www.bandapilot.org.uk/secondary

Tackling Bullying in your School: A Practical Handbook for Teachers

Eds Sonia Sharp and Peter K Smith
Childline

Action Against Bullying

Margaret Johnstone, Lynne Edwards and in Pamela Munn
Scottish Council for Research Education (SCRE)

Anti-Bullying Alliance

www.anti-bullyingalliance.org.uk
Provides an audit toolkit with questionnaires for staff, pupils and parents, ideas for Assemblies and other resources

NSPCC

www.nspcc.org.uk
Provides leaflets on keeping children safe and guidance for parents

Kidscape

www.kidscape.org.uk

Provides a series of downloadable leaflets of information and advice for schools, pupils and parents

www.digizen.org

Information and a video clip about Cyberbullying

Show Racism the Red Card

www.srtrc.org

Provides resources, posters, a DVD and booklets to support work against racism

www.childline.org.uk

Deals with all aspects of bullying behaviour

www.galaxy-h.gov.uk

includes features about anti-bullying for KS2

Lucky Duck Publishing has a really good range of anti-bullying products including the no blame approach – the broken toy etc. Its contact details are 0117 973 2881 or 01454 776620 or email luckyduck@dial.pipex.com

Framework for development of an anti-bullying policy

The following headings may help you to structure your policy:

Contents

1. Introduction and context	25
2. Values	25
3. The legal framework	26
4. Our whole school approach	26
5. Defining bullying	27
6. Prevention and a Charter for Action	27
7. Responding to incidents	28
8. Monitoring, evaluation and review	28
9. Areas of responsibility	29
10. Working with other agencies	29

In writing or reviewing your school document you will need to consider the following questions. Examples for your consideration are provided in the boxes.

1. Introduction and context

What is the purpose of a school anti-bullying policy?

This policy is written to meet the legal expectations placed on governors and head teachers to make a clear statement of how pupils are to be kept safe. It makes clear the views, intentions and responsibilities of the whole school community and lays down what will be done to prevent bullying and to support those pupils, staff or families involved in it. It reflects the good practice described in 'Safe to Learn', the most recent national guidance to schools on anti-bullying. The policy is written in order to reduce the amount of bullying in our school and to prevent anyone from experiencing harm from anyone else's bullying behaviour.

To whom does this document apply?

This policy applies to everyone in our school community and everyone needs to know about it. Bullying can take place between pupils, between pupils and staff or between staff. It may be individuals or groups, face to face or indirectly using cyberbullying and for any one of the reasons defined in the guidance Section Five.

How does your anti-bullying policy link into other school policies?

In writing this policy account has been taken of the following policies to ensure that there is consistency of approach between them and no unnecessary duplication: Safeguarding, Behaviour and attendance, Equality and Diversity inc. Race, Disability and Discrimination, Sex & Relationships, Confidentiality, Health & Safety.

In writing this document, who has been consulted?

In writing this policy, we have tried to consult everyone in our school community. This has included or we have had responses from:

- Children/young people/pupils
- Parents and carers, teachers and support staff, governors
- Outside agencies including our community police officer and our school nurse.

2. Values

How does your anti-bullying policy support and realise the vision, values and ethos of your school?

These may include any of the following. You will need to look at your vision statement and draw out how this policy supports it:

- Acceptance of responsibility for the consequence of our own actions.
- Promotion of self respect and self esteem.
- Equal opportunities and respect and tolerance towards other people who may have different backgrounds, cultures and views.
- Mutual support and co-operation.

What do these values look like in practice?

What are the values which provide a supportive climate and support the best interests of pupils?

Are these values shared or accepted, owned and understood by everyone within your school community?

In what way have members of the school community been given opportunities to explore their own attitudes and values with regard to bullying?

3. The legal framework

Section 3 of the Guidance gives a clear description of legal issues around bullying. In your policy you will need to make clear how these are to be applied in your school.

Governors have written a statement of principles on good behaviour for the school and will consult head teacher, staff, pupils and parents through questionnaires and the school and staff councils every two years in order to keep this up to date.

4. Our whole school approach

A schools' approach to anti-bullying is most effective when:

- it is addressed by the whole school community – staff, parents/carers, pupils, governors and the wider community
- it is consistent with the school's values and ethos, and developed by all members of the school community
- preventive work around anti-bullying is part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary
- policy and practice for managing incidents are consistent with teaching
- pupil's needs and views are taken into account when developing programmes and policies
- staff have access to training and support locally.

Our school is working towards National Healthy School Status (NHSS) which supports this whole school approach.

For further details of how this can be put in place, see Guidance Appendix 4 or contact the Solihull Healthy Schools Team.

5. Defining bullying

The DCSF defines bullying in its key guidance document 'Safe to Learn' as:

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

In drawing up our school policy we have decided to define bullying in our school using the DCSF definition so that there can be consistency across the Local Authority and families in different situations will all be working to the same definition.

There are a number of other definitions of bullying in current use of which the school needs to be aware. The Children and Young People's Trust and the Local Safeguarding Board use a definition similar to the above but which includes a reference to 'an imbalance of power'.

5. Prevention and a Charter for Action

What is a 'Charter for Action' and do we need one?

A Charter for Action is an overview of our policy and procedures in poster form so that everyone can see at a glance what we believe about this and what we are going to do. It will be drawn up through wide consultation with everyone to whom this policy applies. It is helpful to keep everyone informed about our views and intentions and reminds everyone of their responsibilities to support it. It will be widely displayed throughout the school and often referred to remind everyone about our intentions.

Are there regular opportunities through general and specific staff induction and continuing professional development to ensure that the practice of all staff working in the school reflects the anti-bullying policy and ensures that all staff feel confident in managing all bullying situations?

It is our policy in this school that in order to prevent bullying we shall:

- develop an anti-bullying charter which all can sign up to
- make clear and explicit the school ethos which does not tolerate any kind of bullying
- make it the norm to challenge any kind of bullying behaviour including playground name calling
- develop a range of peer support systems that children and young people can utilise
- develop Emotional Health and Well Being throughout the school community (using the National Healthy Schools Programme, Social and Emotional Aspects of Learning, etc)
- review the physical environment to remove any bully hot spots or hidden places
- use pupil voice create a climate of openness and honesty where any bullying can be confidently reported
- use PSHE provision to develop tolerance and social skills, ensure that all pupils know what bullying is and have some strategies for managing difficult situations
- provide professional development for all staff and workshops for parents
- use the curriculum to develop co-operation and communication skills
- disseminate the policy widely, keep it high profile and actively use its processes when necessary, effectively managing incidents and communicating outcomes openly
- provide good role models
- manage conflict and confrontation peacefully

7. Responding to incidents

How does the school respond to and manage bullying incidents?

In dealing with incidents of bullying you will need to consider the following:

- is there a clear procedure which everyone can understand and follow when an incident occurs? See guidance Appendix 7 for an example.
- Is it clear how staff should set about finding out what has happened in a sensitive way, how account is to be taken of vulnerable pupils, clarity about confidentiality from the outset?
- Is there a named person that parents can contact and to whom staff and pupils can report incidents?

Does this person know who else needs to be informed e.g. parents and how to react if the law has been broken e.g. an assault has taken place or a racial incident has occurred?

- Are there simple forms for recording the incident and the actions taken and when and how these will be followed up and reviewed and by whom?
See guidance Appendix 6 for an example of good practice.
- Is your procedure supportive of those being bullied, those seeking help for others, the bully and their families?
- Have strategies for responding to incidents been carefully thought through and made clear to everyone in the policy so that their purpose and impact lead to improved experiences for all concerned? E.g. use of peer support, a range of sanctions depending on circumstances, restorative practice.
- Can your procedures be applied equally to all kinds of bullying including bullying by adults?
You may need to write a specific procedure where adults bully pupils or other adults.
- Is there a range of peer support systems that children and young people can utilise?
- What training has been given to young people to help them support each other?

8. Monitoring, evaluation and review

The school needs to be in a position to make judgements about its provision for preventing bullying, about how well it knows the extent of bullying and the level of reporting and of parents' and pupils' satisfaction with how incidents are managed.

Does your policy make clear how the impact on the school community in terms of how safe everyone feels will be judged and recorded? What will you look for in practice that will indicate this impact?

It is our policy that all the information gathered about bullying and the impact of our measures to prevent it will inform SEF judgements about the school's performance in Sections 2 and 4.

The policy needs to include:

- what data is to be collected about incidents
- with whom will the data be shared and for what purpose
- the school's intentions to share data with the Local Authority in order to inform the local and national picture and to support the LA in its wider responsibilities.
- who takes responsibility for managing and reviewing
- what other information the school will collect in order to assess effectiveness of provision e.g. pupil/parent/staff surveys, HRBQ, PASS, peer assessments, observations
- clear indication of how the data is to be analysed e.g. by pupil group as in Raiseonline or by vulnerability groups; by number of recurring incidents i.e. who bullies more than once; by parent/pupil satisfaction with outcomes; by number of incidents indicating success of reporting or of preventive measures (be able to attribute outcomes).
- how and to what extent confidentiality is being maintained in line with the policy expectations.
- what role pupils will play in monitoring and evaluating provision.
- how the school will monitor those children and young people who might be more vulnerable to being bullied or exhibit bullying behaviour?

9. Areas of responsibility

In this section you should make clear what your expectations are of individuals and groups of people within the school community. (See Guidance Section 9). It is best not to include names but to refer to titles, posts etc. For example 'It is the governors responsibility to...' or 'It is every teacher's responsibility...'

Are roles and responsibilities for reporting, recording, responding and reviewing bullying incidents made explicit in the policy and in job descriptions?

10. Working with other agencies (See guidance Appendix 5)

- Does your procedure provide opportunities for engaging other partners e.g. Educational Psychologists where appropriate?
- Is there information for parents on how to support and help their children, how to report problems and how to follow this up if not satisfied with the outcome?
- Does the policy make clear which other agencies should be approached for further support and advice?

For further support and help in writing your Anti-bullying Policy or drawing up your Anti-bullying Charter, please contact the Healthy Schools team or Educational Psychology Service.

Notes

Notes

Notes

STOP
BULLYING
TAKE A STAND. NOW! LEND A HAND.

Educational Psychology, Quality Division
Education & Children's Services, Solihull MBC
Keepers Lodge, Chelmsley Road, Chelmsley Wood, Birmingham, B37 7RS
Telephone: 0121 770 6030
Fax: 0121 770 7608
Email: educationalpsychology@solihull.gov.uk