Anti-Bullying Guidance
For Schools and Education Settings
September 2018
Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

In this document, you will find guidance in relation to bullying with regard to pupils in schools. While schools must set their own policies, appropriate to their particular situations and intakes, it is important that the local authority sets a standard and offers a framework for schools to use.

Our aim is to work in partnership with schools to develop policies and practices which promote awareness, understanding and mutual respect amongst pupils and also to construct strategies for preventing and responding appropriately to bullying and harassment.

For advice and support on this guidance and help with developing your school’s policy you can, in the first instance, contact Lisa Holloway Healthy Schools Advisor Public Health Team Southend Borough Council lisaholloway@southend.gov.uk

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Cover: With thanks to the children of Porters Grange Primary School for the illustration
The Anti Bullying Alliance defines bullying as: ‘the repetitive intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online’. Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation.

There is no legal definition of bullying, however, it’s usually defined as behaviour that is:

• repeated
• intended to hurt someone either physically or emotionally
• often aimed at certain groups, eg because of race, religion, gender or sexual orientation

It takes many forms and can include:

• physical assault
• teasing
• making threats
• name calling
• cyberbullying – bullying via mobile phone online or social media

Your school should have its own definition of bullying.
The damaging results of bullying are of concern to everyone who works with children and young people in Southend-on-Sea. The stress for victims of bullying can have a far reaching effect on their personal and social development. It can also impact on the educational achievement of them and their peers. In the most extreme cases, it can lead to suicide, and some groups are especially vulnerable.

Nationally around 90% of people with a learning disability experience bullying; 66% on a regular basis and nearly three quarters report being bullied in a public place, one quarter of them on buses. Schools and settings which deal most effectively with bullying are those which acknowledge it as a real or potential problem. They have policies in place which are known to staff, children, young people, parents and carers. They have a range of strategies to establish a strong anti-bullying ethos and offer support to those that have been bullied and where appropriate, clearly understood sanctions to people who have displayed bullying behaviour.
The Importance of Collecting Information

This guidance sets out the legal obligations on governors and their schools related to the collection of information on the prevalence of bullying and the outcomes of interventions. Monitoring and reporting incidents of bullying is an essential piece of good practice in creating an anti-bullying culture and a senior member of staff should be responsible for supervising this work and making regular reports to governors.

Legal requirements on the local authority, school governors, headteachers and teaching staff

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

The Education and Inspections Act 2006

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

Independent School Standard Regulations 2010

The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is the public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.
Maintained schools and Academies are required to comply with the Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

“In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.”

The Education Act (2002) imposes a statutory duty on maintained schools, LAs and FE institutions to ensure that their responsibilities under the Education Acts are carried out with a view to safeguarding and promoting the welfare of children, with regard to guidance issued by the Secretary of State

To meet the requirements of legislation as outlined in this policy document, Southend-on-Sea Borough Council undertakes to do the following things:

1. Circulate the guidance widely and ensure that its contents are publicised in all relevant sectors of the Authority, including other directorates and in particular schools and governing bodies.

2. Provide very clear guidelines as to effective ways to handle incidents of bullying and harassment.

3. Ensure that appropriate training is available to all staff and governors who work with children and young people in order that everyone is fully aware and sensitive to incidents of bullying and harassment and that they are clear about the appropriate procedures for dealing with such incidents.

4. Set out clear guidelines for schools to monitor incidents of bullying and harassment.

5. Provide schools with tools to monitor the effectiveness of their policy.

6. Provide support to schools to develop or improve their Equality and Anti-bullying policies thus promoting positive responses to bullying and other types of harassment.

The law requires that Children’s Services must make arrangements:

1. 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;

2. To safeguard and promote the welfare of children.
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;
- have an equality policy; and assess and monitor the impact of their policies on pupils, staff and parents, with particular reference to the impact on pupils’ attainment;
- establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures.

The law requires that headteachers 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”; (Education and Inspections Act 2006, p.71).
- publicise the measures in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- determine and ensure the implementation of a policy for the pastoral care of the pupils;
- 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.

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;
- all staff must apply the school rewards and sanctions lawfully.

Legal powers – The law empowers:

- Members of school staff to impose disciplinary penalties for inappropriate behaviour;
- Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyber bullying);
- School staff to use physical force in certain circumstances.
What should the school do to prevent and respond to bullying?

Developing a whole school policy against bullying

A whole school approach ensures the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

"Strategies to combat bullying are most effective where they are used as part of a whole school policy against bullying."

A whole school policy against bullying is a written document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed. It is backed up by systems and procedures within the organisation and management of the school. It is important to be aware of links with existing policies and procedure. The school's bullying policy should build on effective behaviour and equal opportunities policies recognising that bullying affects teachers, families, non-teaching staff and governors as well as pupils. Schools should involve these groups of people throughout the policy making process. Schools should address the bullying of adults in their staff code. Children and young people should be exposed to positive models of behaviour by staff.

Establishing a whole-school policy – through three stages:

1. Development – Awareness raising and consultation
2. Implementation
3. Monitoring, Reviewing and Evaluating

Development - Awareness Raising and Consultation

Involve everyone in a whole school audit of bullying, including all protected characteristics. This can be done quickly and easily using an online electronic survey.

"Raise awareness about bullying by agreeing the school’s definition by consulting pupils and staff."
A clear lead and commitment from senior leaders is essential. They must have a major role in effectively and repeatedly communicating key messages if the policy is to be really meaningful in the daily life of the school.

For that reason the following areas associated with implementation are considered in more detail:

- Communication and maintenance
- When an incident of bullying is reported
- Discussing bullying incidents with pupils and all staff
- Sanctions. These may include exclusion (as a very last resort) but other options should be actively considered.

Implementation

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Consult with concerned groups including pupils, parents, governors and school staff to make them feel that they have had a real part in shaping the policy. Consider the possibility of parents and pupils signing a home school agreement as part of the anti bullying policy.

Agree what should be in the policy, e.g. aims and objectives of school in relation to bullying behaviour, an explicit definition of bullying, some preventive measures and procedures to follow when bullying takes place. The policy should be written in appropriate language for the audience and not be too long. The school should have a ‘child friendly’ version of the policy, written by pupils.

The policy should put emphasis on creating conditions in school to promote equality of opportunity and a positive attitude towards the diverse social, cultural and ethnic backgrounds of pupils, staff, governors and the community. The policy should set out clear procedures with deadlines for action where possible for dealing with complaints and incidents. For example, what steps should be taken immediately? What records should be kept? Who should be informed? What sanctions may be implemented? There should be a focus on celebrating difference and diversity, and use of a ‘Calendar of opportunities’ for doing this at different times of the year.

Communication and Maintenance

Everybody needs to know what the school’s anti-bullying policy is and how they will be expected to put it into practice. A specific launch which brings together the school community can communicate and reinforce the policy. A launch has to be followed up with regular reminders of the key messages.

“Assemblies are an important place to promote the policy. Themes such as friendship, conflict, power and trust can be used as a basis.”

Tutorial work or class projects could be used to explore issues in depth. The content of the policy
All staff need to know how to respond appropriately to a bullying incident. Some staff, such as form tutors or class teachers, can be ideally placed to help with these procedures. Direct action against bullying should occur within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated.

The school should have systems that allow bullying to be reported in writing, and to deal with incidents reported anonymously.

When an incident of bullying is reported

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Discussing bullying incidents with pupils

It can be difficult for staff to gain an accurate picture of events in relation to a reported incident of bullying. Tutors and class teachers can often build upon their special relationship with individual pupils to encourage honest and direct discussion. If the incident is not too serious a problem a solving approach may help. This can include making arrangements to counsel victims and bullies as part of the procedures and ensuring that victims feel supported rather than ignored or undermined. It is helpful to have a clear investigation system which is known and understood by all involved.

Support and Safeguarding

Support should be given to the victim with onward referral to Victim Support or other counselling agencies, whether in school or outside where appropriate.

“Where the child is at risk, schools must contact the First Contact – 01702 215007”

It is strongly recommended that schools record incidents of bullying against any of the protected characteristics. The form used should be returned to the Headteacher or a designated person who will take responsibility for advising colleagues and ensuring that all incidents are logged, investigated, recorded and actions taken. Acknowledging that bullying sometimes occurs in your school does not mean that your school will not gain an outstanding Ofsted grade. Ofsted are interested in seeing how your Anti bullying policy is implemented in your school and is understood by the school community.
Step by Step Guide to Your Anti-Bullying Policy

1. Whole school audit of bullying including racial, homophobic, transphobic, disablist, religious and sexual (all protected characteristics)
2. Consult with pupils, staff, governors and parents/carers.
3. You can use an online survey for this.
4. Collect information on incidents of bullying. The governors and school leadership should regularly discuss the data.
5. Use the data to review policy and practice.
6. Develop a multi-agency approach to dealing with bullying.
7. Launch and publicise the new policy.
8. Agree what needs to be in the policy.
9. Write your policy in appropriate language and don’t make it too long.
10. Produce versions that can be shared with pupils, parents/carers.
A school which is not actively working with pupils, staff, parents and carers to reduce bullying and challenge discriminatory attitudes, language and behaviour is putting itself at a disadvantage in the event of an inspection.

The framework for school inspection in England from September 2012 takes into consideration:

- The wider well-being of pupils as a whole and of different groups of pupils, and assessing the extent to which schools ensure that all pupils, including those most at risk, succeed.
- How well schools promote equality of opportunity, and how effectively they tackle discrimination.
- Schools’ procedures for safeguarding – keeping children and young people from harm.
- Gathering, analysing and taking into account the views of parents and pupils.

One of the limiting areas for judgement in an inspection which is likely to result in a school’s overall effectiveness being judged inadequate includes:

- Pupils’ achievement and the extent to which they enjoy their learning.
- The quality of learning for pupils with special educational needs and/or disabilities and their progress.
- The extent to which pupils feel safe.
- Pupils’ behaviour.

**Monitoring, Reviewing and Evaluating**

To ensure that the policy is working effectively there must be mechanisms for monitoring, reviewing and evaluating. This process will provide schools with the necessary information to assess and evaluate whether their efforts to reduce and eliminate incidences of bullying and harassment are successful. Monitoring will help schools to identify whether policy and practice needs amending.

In developing the policy schools should build in an annual review date in addition to regular monitoring and evaluating.

“Each school should establish a methodology for recording and reporting on incidents of bullying and harassment in its school.”

Schools may wish to involve pupils in the process of monitoring and evaluating, and methods of consultation can be undertaken for example through the School Council. In doing so it might provide baseline data as an indication of measuring levels of bullying and harassment over a period of time.
Areas of bullying and harassment to consider for monitoring could include:

- The number of reported incidents of bullying and harassment
- How these incidents were addressed, the outcomes and feedback given
- Where the incidents took place
- The levels of parental involvement
- Number of staff and governors undertaking training
- Contacts with external agencies and support services
- Background of the perpetrators and victims including all protected characteristics
- Peer Counselling Scheme
- Levels of bullying and harassment in relation to disability

This list is not exhaustive and schools will wish to add their own areas of concern.

Monitoring Procedures

Monitoring procedures can be used for two purposes:

1. To enable schools to follow up and record progress. Monitoring will help schools to identify patterns of bullying behaviour.

2. To identify whether or not the anti-bullying policy is really being effective.

This should be undertaken by a key member of staff who identifies progress and highlights where the policy is really effective. Within this strategy it should be made clear under what circumstances records should be used for monitoring, how long they will be kept, and who should have access to them. It is important to find ways to maintain a high profile for the policy in order to avoid it becoming inactive. New pupils, parents and staff need to be made aware of the policy and its implications as part of the school’s induction of new entrants.

Evaluation Procedures

The Education Act 2005 requires schools to evaluate whether pupils feel safe from bullying. The governing body should routinely discuss bullying. The information collected from monitoring, and from any feedback about the policy in practice provided by staff, families, pupils and governors, should be used to review and update the school’s anti-bullying approach. A termly report to governors, parents and staff is good practice. Information on the extent of bullying can be drawn from school incident records, surveys of staff, parents and pupils and anonymous reporting systems.

After working through these strategies, schools may find that:

- Staff are more vigilant and responsive to bullying
- Fewer pupils report being bullied
- Fewer pupils report that they have bullied others
- More pupils say they would not join in bullying
- More pupils would tell a member of staff if they were being bullied
Multi-agency Early Identification and Early Help Assessment

In some cases, schools may feel that a child’s or young person’s circumstances or behaviour make him or her vulnerable to anti-social behaviour, social exclusion, or possible offending either as victim or perpetrator.

The Early Help Assessment allows schools to gather information from the child, his or her parents/carers and other relevant agencies. With parental consent the school can use the EHA to put in place a multi-agency programme of support which can be regularly reviewed.

Sanctions

Sanctions should be used where bullying behaviour is clearly proven. Whatever sanctions the school undertakes need to relate to the school’s general discipline policy. Where incidents are mild a counselling or problem-solving approach may be useful. Involvement of parents at an early stage is essential.

It is vital that accurate records are kept of incidents and of how the school has responded. Care should be taken to ensure sanctions are balanced with support to help those who have bullied to change their behaviour. It will often be appropriate to produce an EHA in cases where a pupil has engaged in repeated or severe bullying behaviour.

Exclusion

Exclusion should be used sparingly as it may not be the most effective way forward as a response to bullying. It should always be used as last resort. Permanent exclusion may simply transfer the problem to another school and fail to address the underlying causes. Guidance on exclusions is available from the Southend Learning Network.

Where exclusion is used schools must plan for reintegration to ensure that the pupil responsible for bullying receives advice and guidance before rejoining their peers. Pupils must not be excluded from school for being bullied, even if the school believes they are doing so for the child’s benefit.
Types of Bullying

Bullying generally falls into one or a combination of the following categories:

- **Physical bullying**: Unprovoked assault on a person or group which can range from a ‘prod’ to grievous bodily harm.

- **Psychological**: Reduction of a person’s self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, gender identity disability, family circumstances, appearance, or any other feature of their lives which can be used to hurt them.

- **Social**: Ostracism/rejection by peer group.

- **Verbal**: The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, bi-phobic, transphobic, sexual innuendo, spreading rumours, etc.

- **Cyberbullying**: the use of mobile phones and the internet to deliberately upset someone else.

- **Criminal Damage**

Who is bullied?

*Anybody could be subject to bullying at any time in their life.*

It is not only something that affects children. A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Victimisation

Those who report bullying, either because they are being bullied or they have witnessed bullying, may become victimised by others. This may be because of cultural/ethnic/religious or other group loyalties. The reporter can then become part of the ‘out’ group. Therefore, some reporting of bullying may not take place, because of fear of being in the ‘out’ group and/or because of misplaced loyalty and/or for fear of reprisals, either verbal and/or physical.
Who Bullies?

A bully is a person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance. This is generally deliberate but may be unintentional. Younger children may use bullying behaviour because they are unaware of the social consequences.

**Secondary bullying** is where bullying is reported and is not dealt with either in actuality or perception. This can lead to the victim feeling further victimised by the school. It is important therefore to take matters with appropriate seriousness and convey this to the victim.

The Impact of Bullying

There are a number of effects which repeated bullying can have upon pupils. They can be listed under the following headings:

**Safety and Emotional Wellbeing**

The emotional effects of bullying on the individual can be serious and long lasting and examples of the physical and psychological effects on pupils are:

- their lives are made intolerable
- it might have an impact on relationships within the family and friendships outside of school
- they may be frightened to come to school and to be in school
- some may blame themselves for ‘inviting’ the bullying behaviour and begin to view themselves as a failure
- they may suffer physical injury, panic attacks, sleeplessness, loss of appetite, depression, self-harm, and suicidal thoughts
- over time they are likely to lose self-confidence and self-esteem
- they may suffer long term psychological damage
- in extreme cases children may resort to suicide as a result of bullying
- the victim may respond to bullying and cause harm to others or invite further harm to themselves
- the victim may resort to bullying others that they perceive to be weaker than themselves. With the last two bullet points the victim may be perceived to be a trouble maker themselves

**Educational Achievement**

Bullying impacts negatively on the achievement of individuals in school, and consequently on the achievement of the school as a whole. A healthy and strongly supportive school ethos is among the most important anti-bullying tools a school can possess.
Bullying can:

• affect concentration and learning – it impacts negatively upon motivation and confidence
• lead to pupils truanting or refusing to attend – thereby missing education at school because they are frightened to attend

School Ethos and Reputation

A bullying culture can have consequences for the reputation of a school both internally and externally. This means that:

• relationships with parents and the local community can be affected because the school is viewed as not being effective and caring
• observed bullying behaviour goes unchallenged
• pupils feel badly let down by adults in authority
• other pupils see bullying behaviour as acceptable
• other pupils see bullying behaviour as a quick and effective way of getting what they want
• the pupils not involved in bullying are ambivalent or uninvolved in trying to prevent it
• bystanders do nothing because they are afraid or apathetic

The Consequences for the Bully

Those who bully, and bully successfully or without challenge, are likely to continue to use bullying behaviours in their relationships with other children and adults. Their bullying behaviour can become part of a more generally anti-social and disordered behaviour pattern.

Research indicates that boys who were bullies are twice as likely as their peers to have criminal convictions and four times more likely to be multiple offenders. Typically convictions were for aggression and violence and were often alcohol-related. A survey of young offenders found that 92% of them had engaged in bullying behaviour while at school.

People who have bullied may also go on to perpetrate domestic violence. Challenging bullying and other abusive behaviours is part of a school’s role in contributing to a wider partnership strategy on reducing domestic violence.

For further information about Domestic Violence (such as referral to specialist domestic violence services and information on domestic violence work in schools) contact SOS Domestic Abuse Projects by email enquiries@sosdap.org or telephone: 01702 302333

Cyberbullying

Cyberbullying is a rapidly changing phenomenon and adults tend to be much less familiar with the ways in which it is conducted than young people are. More than established forms of bullying it can significantly add to victims’ sense of insecurity. They can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services.
Another major concern is youth produced sexual imagery (sexting). This is the act of sending sexually explicit messages or photos electronically, primarily between mobile phones and/or the internet. Common ‘sexts’ include images of indecent exposure, requests for young people to remove their clothing and images of sexual acts. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an evolving area of concern.

**Good practice in terms of strategies that schools can adopt to prevent cyberbullying and to promote the safe and positive use of technology, include some of the following principles and strategies:**

- Providing clear definitions of cyberbullying and information about how pupils can report any concerns about the inappropriate use of technology.
- Ensuring staff are trained and aware of the options available to prevent cyberbullying and how to support students.
- Ensuring that staff have a clear understanding of the boundaries between their own professional and personal use of social networking.
- Identifying a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety.
- Making use of the curriculum to promote an ethos for the responsible and safe use of technology.
- Providing information for parents and carers about the ways in which they can support the positive use of technology.
- Recording, investigating, responding and monitoring any instances of cyberbullying, working in partnership with pupils, parents and staff.
- Empowering students to stand up against sexist behaviour.
- Being aware of how and when to contact service providers.

For more information, refer to the LA e-safety documentation. You may wish to explore the DCFS summary document at: [www.kidscape.org.uk/assets/downloads/dcsfcyberbullyingsummary.pdf](http://www.kidscape.org.uk/assets/downloads/dcsfcyberbullyingsummary.pdf) Digizen ([www.digizen.org](http://www.digizen.org)) also provides additional information and support in terms of cyberbullying and strategies to prevent it. [www.thinkuknow.co.uk/teachers](http://www.thinkuknow.co.uk/teachers)
Bullying of Specific Groups and Strategies to Address this Issue

Bullies, Victims and Bystanders

Bullying incidents in schools involves three types of students:

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<th>BULLIES</th>
<th>VICTIMS</th>
<th>BYSTANDERS</th>
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Most schools have comprehensive bullying policies and robust procedures for dealing with bullying which focus on the perpetrator or the relationship between perpetrators and victims. Such interventions should be supplemented by taking into account the role of bystanders, whose influence in perpetuating or escalating violence is often overlooked.

Bystanders clearly have a range of choices when it comes to bullying. They can passively accept it, overtly encourage it, or denounce a bully’s actions and provide support to the victims. In fact many students who possess characteristics typical of victims are protected against bullying because of such social factors as peer acceptance and supportive friends.

“The big challenge for schools is to find ways to move their students from passive supporters or disengaged onlookers, to defenders of the victims of bullying.”

Equality Act 2010

The Act, which applies to all organisations that provide a service to the public or a section of the public, protects people from discrimination on the basis of ‘protected characteristics’.

The characteristics for services including schools are:

- disability (this applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership
- age
- race – this includes ethnic or national origins, colour and nationality
- religion or belief
- sex
- sexual orientation

If a school is aware that a pupil or member of staff is being bullied due to having or being perceived to have, one of these characteristics and fails to take reasonable steps to address the issue it may be in breach of the Act.
Gender Bullying

Gender bullying is widespread and it impacts on both females and males although it is principally perpetrated by boys and men. It can be understood as a verbal, physical or psychological attack.

**Behaviour associated specifically with gender bullying may also include:**

- abusive name calling
- use of sexual innuendo and unwanted propositioning
- graffiti with sexual content
- spreading rumours questioning sexual reputation
- (and in extreme cases) sexual assault or rape

**Strategies for addressing gender bullying in schools include:**

- Making explicit reference to sexual or gender bullying within the school’s anti-bullying policy.
- Promoting curriculum opportunities to address gender bullying and gender stereotypes.
- Promoting positive images of both girls and boys in non-traditional & non-stereotypical roles in the formal and informal curriculum.
- Skills and strategies to deal effectively with the impact that language has on all aspects of diversity and equality.
- Recording of all incidents of sexist language and bullying and using this to inform future practice.
- Involving key stakeholders in training, policy development and measures to support an ethos for respect and anti-bullying.
- Have a gender neutral uniform.

Racist Bullying

A racist incident is any incident which is perceived to be racist by the victim or any other person. Racist bullying can range from name-calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual or individuals on the grounds of their perceived racial cultural and national or religious identity.

Essential and immediate action includes making a commitment to the formalised, recording and reporting of racist incidents by all staff, through using systems within school. Good practice would see monitoring information and data about racist incidents as well as all prejudice related incidents being reviewed by the governing body. Emerging issues should then be addressed by the school in curriculum time as well as part of the wider pastoral work of the school.
Strategies for addressing racist bullying in schools include:

- Linking Anti Bullying policies with the Equality act
- Commitment to training for all teaching and non-teaching staff around understanding and promoting diversity and equality and how to deal effectively with racist incidents
- Ensuring that the pastoral and academic curriculum includes anti-racist work.
- Celebrating Black History Month each October.
- Promote good home/school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures

Homophobic, Biphobic and Transphobic Bullying

Homophobic, Biphobic and Transphobic bullying has become commonplace in British schools in recent years. However there have been improvements since 2007 and 2012 when the last School reports from Stonewall took place.

Nearly half of LGBT (Lesbian, Gay, Bisexual and Trans) pupils (45%) including 84% of Trans pupils are bullied for being LGBT in Britain’s schools. (School Report 2017). 50% of LGBT pupils hear homophobic slurs ‘frequently’ or ‘often at school, down from 70% in 2012.

Seven in 10 LGBT pupils report that their school says that homophobic and biphobic bullying is wrong, up from half in 2012 and a quarter in 2007. However, just two in five LGBT pupils report that their schools say that transphobic bullying is wrong.

Homophobic, biphobic, and transphobic bullying is most effectively challenged through a whole school approach. School leaders should seek to create a school ethos in which pupils understand that homophobic, biphobic and transphobic bullying is unacceptable just as any other type of prejudice related bullying is. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

LGBT History Month takes place every year in February and celebrates the lives and achievements of the LGBT community. In exactly the same way that schools now use Black History Month to promote inclusion and diversity LGBT History Month offers an opportunity for assemblies, projects, displays and lesson activities to actively make young people question homophobia and biphobia.

Specific mention of homophobic and biphobic and transphobic bullying should be made in schools’ anti-bullying policies and it should be recorded as a specific category of bullying in order to allow schools to identify the extent of the problem. In cases where religion is used as a defence for the expression of homophobic attitudes this should be addressed by referring to the school’s attitude to all forms of discrimination. In some cases appropriate use can be made of religious texts or faith leaders that have made a stand against prejudice e.g ‘Valuing All God’s Children’—The Church of England Education office, Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying.
“And if God had so willed, He could surely have made you all one single community: but [He willed it otherwise] in order to test you by means of what He has vouchsafed unto, you. So, outdo one another in doing good to the society. To God you will all return, and He will then make you understand wherein you differed.”

- Surat Al-Mā‘idah 5:48

**Biphobic Bullying**

The terms ‘bisexual’ or ‘bi’ refer to a person who has an emotional and/or sexual attraction towards people of more than one gender. Results from an Office of National Statistics survey conducted in 2016 showed that, among 16 to 24-year-olds, 1.8 per cent said they were bisexual, while 1.5 per cent said they were gay or lesbian and in a YouGov poll in 2015, 43% of 18 to 24-year-olds choose something other than ‘100% heterosexual’ or ‘100% homosexual’ when asked about their sexuality.

Research from Stonewall shows that schools continue to make progress on tackling homophobic, biphobic and transphobic bullying and language, and on including LGBT students in school life. However, the specific experiences of bi young people are often overlooked or assumed to be exactly the same as gay and lesbian young people. While bi young people can face the same prejudices as gay and lesbian students, they also face unique challenges. With the equivalent of one young person in every two secondary school classes identifying as bi, it’s important that schools ensure they are actively supporting the bi young people in their care. Bi Visibility day celebrated on 23rd September annually this could be an opportunity for schools to draw attention to and celebrate this day.

**Transphobic Bullying**

Trans and gender questioning children and young people are vulnerable to bullying as is any child or young person who does not conform to gender norms and stereotypes. Additionally children and young people with trans family members may also be transphobically bullied.

**Transphobic bullying therefore may be perpetrated by pupils, students, parents, carers or staff members and directed at:**

- Trans children, young people and adults inside and outside the school community
- Children, young people and adults who do not conform to gender stereotypes
- Children and young people with trans parents, relatives and friends
- Lesbian, gay and bisexual children and young people and adults

Schools will need to ensure that the curriculum, assemblies and whole school environment is used to challenge gender stereotypes and binary notions of gender to create a safe learning environment for all children and young people and to prevent bullying and transphobia. Staff should ensure that all transphobic bullying and incidents are recorded. There is also a
relationship between transphobia, homophobia and sexism. Sexist, sexual or transphobic bullying are not the same as homophobic bullying.

However, very often, sexist attitudes manifest themselves in homophobic bullying and any child or young person who is perceived as not expressing stereotypically masculine or feminine traits expected of their sex, might experience homophobic or transphobic bullying. Staff will need to use their professional judgement as to whether some incidents should be recorded as homophobic, biphobic or transphobic, care should be taken not to under-record biphobia and transphobia.

Inclusive practice, therefore, would suggest that schools should list items allowed to be worn as school uniform without segregating these into uniform for boys and girls. This allows for regulated structure, but does not exclude on the basis of gender identity or religion. As with any child or children with a protected characteristic a whole school approach is needed to support and keep safe trans and gender questioning children, young people and staff.

The school will want to ensure they do the following:

• Acknowledge there will be trans people within the school community as parents and carers, staff, governors and children and young people and that they will positively enrich the school community

• Ensure trans issues and transphobia is acknowledged across the school policy framework

• Closely monitor all areas of the curriculum and resources to ensure that they do not contain gender stereotypes or transphobic material

• Ensure that the curriculum and in particular PSHE is used to challenge gender stereotypes,

• Support the development of a positive sense of gender identity, develop, effectively challenge, record and deal with transphobic abuse, harassment and bullying (eg name-calling, derogatory jokes, graffiti, unacceptable or unwanted behaviour, intrusive questions).

• Monitor incidence of transphobic abuse, harassment and bullying, and use this information to inform whole school developments. Develop a variety of methods for children and young people to report transphobic bullying and incidents include trans issues in equality training for staff and governors

• Create an environment in which all staff and pupils/students, whatever their gender identity, feel equally welcome and valued and in which transphobic behaviour is challenged

• Participate in events such as LGBT History Month, Trans day of visibility 31st March and Trans day of Remembrance 20th November.
SEND children and young people may be targeted because of their need or disability. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

**Strategies for addressing the bullying of pupils with Special Educational Needs include:**

- Making explicit references to the bullying of students with Special Educational Needs and Disabilities in the Anti-Bullying and Equal Opportunities policies.
- Maintaining good communication between staff around specific needs or behaviour exhibited by specific children.
- Ensuring responses from teaching and non-teaching staff to SEND children within the school environment are sensitive and do not draw unfavourable comparisons with other pupils.
- Raising awareness about SEND issues within the Personal, Social, Health Education (PSHE), Relationship and Sex Education (RSE) frameworks.

**Appearance Related Bullying**

One of the most prevalent forms of bullying is that which focuses on the appearance of the victim. It targets one or more aspect of a person’s appearance. It could be that they are bullied for their size, height, skin condition or disfigurement. Changing Faces supports children who have a condition or injury that affects their appearance, and their families, anywhere in the UK. Exploring body image how our personal identity and self-esteem are influenced by the media are essential parts of any PSHE education programme. This may cover:

- Unrealistic appearance ideals
- The impact of social media, celebrity culture and advertising
- How to reduce appearance-focused conversations and comparisons
- Body activism and positive behaviour change

**Looked After Children**

Children in care are among the groups who are most vulnerable to bullying. They may face many challenges which include having several placements, having to adapt to new situations/people repeatedly, losing contact with friends and often extended members of family. They also have an increased risk of psychiatric disorders. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
Due to their caring responsibilities and family situations, many young carers are already vulnerable and will experience negative impacts to their health, wellbeing, education, social lives and life chances. Having to deal with bullying on top of their already challenging lives, makes young carers doubly disadvantaged and may compound existing negative impacts.


**Bullying and the PSHE Curriculum**

**Within the PSHE Association Programme of Study– Relationships section pupils should be taught:**

**KEY STAGE 1:**

R11. that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)

R12. to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

R13. to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable

R14. strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

**KEY STAGE 2:**

R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice–based language, ‘trolling’, how to respond and ask for help)

R15. to recognise and manage ‘dares’

R16. to recognise and challenge stereotypes

R17. about the difference between, and the terms associated with, sex, gender identity and sexual orientation

R18. how to recognise bullying and abuse in all its forms (including prejudice–based bullying both in person, online and through social media)

**KEY STAGE 3:**

R26. the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology

R27. about the unacceptability of sexist, homophobic, biphobic, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so

R28. to recognise bullying and abuse in all its forms (including prejudice–based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted.

R29. the support services available should they feel, or believe others feel, they are being abused or in an unhealthy relationship and how to access them

R30. to recognise peer pressure and have strategies to manage it; to recognise ‘group think’ (where the cohesion of the group becomes more important than the choices or actions of the group) and to develop strategies for managing it
Many subject areas within the existing curriculum could be used to promote anti-bullying values and co-operative behaviour.

• The development of Circle Time strategies and linked programmes offer pupils and teachers the opportunity to explore and examine the issue of bullying in a structured and supportive way.
• Encourage co-operative behaviour by praising pupils for being helpful, kind and caring to peers and adults in the school and setting them tasks in which they take responsibility for the care of others e.g. welcoming visitors
• Encourage co-operative activity through group tasks, experiments and investigations
• Drama and role-playing - Pupils can be shown through drama and role-play how to deal with or prevent bullying and can learn alternative means of resolving conflict.
• Reading stories which tackle this issue. A list of suggested titles can be found in the appendix.

Cross Curricular Development and Classroom Strategies

The following strategies suggest different approaches that schools might apply to combat bullying:

• Make reporting and accessing support easier
• Issue a card/sheet to pupils with information on how to report bullying and giving helpline numbers or include this information in student planners.
• Have an anti-bullying notice board to draw attention to anti-bullying measures and available support
• Capturing pupils’ views and ideas ,raise the issue at the school council or other pupil forum
• “Voice or worry boxes” are often used as a way to hear anonymously from pupils about their concerns and suggestions on the subject of bullying or any other matter.
• Taking part in annual Anti-Bullying Week initiatives in order to inform future strategies and raise the profile of anti-bullying in schools. You could change the name to something more positive such as Difference and Diversity week, Friendship week etc.
• Schools may also wish to explore establishing a pupil anti-bullying forum
• Counselling, guidance & peer support

KEY STAGE 4:
R7. to develop an awareness of exploitation, bullying, harassment and control in relationships (including the unique challenges posed by online abuse and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and the skills and strategies to respond appropriately or access support
R8. about the concept of consent in relevant, age-appropriate contexts building on Key Stage 3
R9. about the impact of domestic abuse (including sources of help and support)
Examples of this type of intervention strategy include:

- Assertiveness training for bullied pupils and for pupils who use physical power to communicate
- Conflict Resolution
- Circle Time
- The “No Blame Approach”
- The “Telling School”
- Friendship “bus stops”
- Exploring the Social and Emotional Aspects of Learning (SEAL), primary and secondary resources with particular emphasis on exploring the SEAL skills areas of self-awareness, empathy and social skills
- The support of the school counsellor
- External agency support (for example Victim Support, Emotional Wellbeing and Mental Health Service (EWMHS))
- Childline

**Identifying and Supporting Vulnerable Children**

Identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, mid-term arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships. Plan positive action to support these pupils with all their teachers and identifying an adult key worker to meet with them regularly. Provide them with peer support through buddy schemes and help them access clubs and out of school provision.

**Beyond the Classroom**

**Much bullying takes place outside the classroom, usually out of view of adults. Schools can aim to reduce bullying by:**

- Increased supervision and the elimination of areas where supervision is obstructed.
- Making positive improvements to school facilities to support positive use of break times, supported by a play policy
- Create “safe spaces” for vulnerable pupils
- Working with pupils on personal safety themes.
The Police and Bullying

Community Safety Policing Teams can advise on reporting crimes including assault, threat and harassment if the victim wants to take further action or if the school feels that there is a risk to the public. One aim of the Safer Schools Partnership is to reduce bullying and intimidating behaviour in and around schools. Further information can also be obtained from the Early Help Family Support Service Tel: 01702 215783.

Hate crimes should be reported to the police or HIRCs using the 101 number (unless in an emergency 999) or online www.essex.police.uk/do-it-online/ a partnership Officer, will record it regardless of outcome. Minor matters can be dealt with at the discretion of the SSPO within the Essex Police School Policy, but only if the victim, their parent/guardian and the school are happy for this to happen. If not then the matter will be dealt with under normal police procedures.

Some pupils who have been bullied may retaliate violently against the perpetrators. In such cases the Authority advises schools to check the facts to establish the extent of the bullying, the effectiveness of the school’s response to previous incidents and allow the young person to put his or her case. Incidents in which a young person has been persistently bullied and responds inappropriately should be considered differently from unprovoked attacks.

Transition

Fear of bullying may be a concern for pupils during secondary transfer. Secondary schools should take these concerns seriously and explain their anti-bullying policy and practice in their literature; during visits to feeder primary schools; to pupils and parents during interviews and as part of their induction programme. Visits of peer supporters in the secondary school to primary schools can help to reinforce this and reassure pupils. Primary schools can identify and provide information about vulnerable pupils so secondary schools can be proactive about providing appropriate support. Secondary student leadership groups can be a great help for children to settle in.

Training

Schools should annually review their staff induction and continuing professional development (CPD) to ensure both that all members of staff know what their role is in dealing with bullying and to identify specific training needs. The head teacher is responsible for making sure that staff have access to appropriate advice, training and development opportunities.
Effective policy checklist

☐ Is there a shared understanding of what constitutes bullying across the school community (children, young people, staff, governors and parents)?

☐ Are pupils views on the extent and nature of bullying canvassed regularly and is it clear how pupils can contribute ideas about how to tackle bullying?

☐ Can you explain how this is done?

☐ Is there a child-friendly version of the policy?

☐ Is there a safe and secure means of reporting incidents of bullying?

☐ Do pupils feel able to tell a member of staff if they are being bullied, or if they have seen someone else being bullied, or that someone is bullying?

☐ Do pupils feel that there will be a consistent response whichever member of staff they tell?

☐ Is bullying dealt with promptly?

☐ Is bullying dealt with consistently and fairly?

☐ Are pupils aware of the sanctions that may be applied in cases of bullying?

☐ Are bullies supported to change their behaviour?

☐ Do victims feel supported?

☐ Are the policy and practice consistent with Equality Act legislation and guidance?

☐ Is support at transition and for particularly vulnerable groups clearly identified?

☐ Are staff, pupils, parents and carers aware of the issues around safe use of the internet and mobile phone apps?

☐ Has homophobic, biphobic and transphobic bullying been identified as a problem in the school?

☐ Do staff respond to all forms of all forms of prejudice related bullying and language?

☐ Does the school support all staff to help them feel confident in challenging all forms of prejudice related bullying and language?

☐ Does the policy take into account the cultural diversity of the school community?
Do all teaching and non-teaching staff respond in line with the whole school approach?

Do all staff feel they have had adequate training about bullying and how to respond to it?

Is it clear how the curriculum addresses bullying?

Are there peer support schemes in place?

Do school displays demonstrate non-tolerance of bullying and show what help is available in the school and from outside (e.g. helplines)?

Are records kept of incidences of bullying and analysed for patterns (people, places, groups)?

Does this analysis inform changes to practice?

Do parents know who to contact if they are worried about bullying?

Do parents know about the complaints procedure and how to use it?
Appendix 2

Southend-on Sea Borough Council resources:

Domestic Abuse - [www.southendcdrp.co.uk/domestic_abuse_services.php](http://www.southendcdrp.co.uk/domestic_abuse_services.php)

Fledgelings - 01702 343868

SOSDAP - 01702 302333 for services

SOS Rape Crisis - info@sosrc.org.uk

Child Protection - Where the child is at risk schools should contact FirstContact on 01702 534499

Library Service - For appropriate literature contact Southend Central Library on 01702 534100

Southend Victim Support Scheme - Independent voluntary organisation which provides emotional support, information and advocacy to all victims of crime who live in Southend 0845 456 5995

Southend Citizens Advice Bureau - 01702 456352

Southend Borough Council - 01702 215 000

Crimestoppers - anonymously on 0800 555 111

Essex Police Southend Hate Crime Unit - 101 ext 470450.

Transpire - [www.transpiresouthend.org](http://www.transpiresouthend.org) - Southend Transgender social and support network

Figuring It Out - [www.figuringitout.org.uk](http://www.figuringitout.org.uk) - Southend LGBT young people’s group
Appendix 3

Young Minds - youngminds.org.uk/find-help/

Bullying – www.bullying.co.uk – Advice for children, parents, teachers, governors and youth leaders on bullying is spelt out here - how to recognise it, and what to do if you are the victim or know of someone who is.

Bully Free Zone – www.bullyfreezone.co.uk – A site for children, parents and professionals. One of the leading peer support projects in Britain which aims to raise awareness of alternative ways of resolving conflict and reducing bullying.

Childline – www.childline.org.uk – Childline (0800 1111) has helped hundreds of thousands of children in trouble or danger. If you or a child doesn’t want to ring them, check out their website. There are fact sheets on many subjects including bullying.

Southend Borough Council – Cyberbullying support workshops for children and parents. Email Mercedes Lancaster@southend.gov.uk

CEOP – www.thinkuknow.co.uk/11_16/

The Anti Bullying Alliance – anti-bullyingalliance.org.uk

Digizen – Information for educators, parents, carers, and young people – www.digizen.org


PSHE Association – www.pshe-association.org.uk

Stonewall – This site includes information and guidance in tackling homophobic, biphobic and transphobic bullying and celebrating difference in schools, as well as supporting LGBT children and young people www.stonewall.org.uk

Teachers’ TV – www.teachers.tv/bullying
## Reading List: Fluent Readers

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Speak</td>
<td>ANDERSON, L. (2001) Publisher: Hodder Children’s Books</td>
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<tr>
<td>The Invisible Friend</td>
<td>ARNOLD, L. (2005)  Publisher: Hodder Children’s Books</td>
<td></td>
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<tr>
<td>The Eighteenth Emergency</td>
<td>BYARS, B. (2000)   Publisher: Red Fox</td>
<td></td>
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<tr>
<td>Driftwood</td>
<td>CASSIDY, C. (2005)  Publisher: Puffin</td>
<td></td>
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<tr>
<td>Sunita’s Secret</td>
<td>DHAMI, N. (2006)   Publisher: Corgi Yearling</td>
<td></td>
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<tr>
<td>Bill’s New Frock</td>
<td>FINE A Published by Egmont Books Ltd</td>
<td></td>
</tr>
<tr>
<td>The Black Paw</td>
<td>FREDERICK, H.V. (2006) Publisher: Puffin</td>
<td></td>
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<tr>
<td>Inventing Elliot</td>
<td>GARDNER, G. (2004) Publisher: Orion</td>
<td></td>
</tr>
<tr>
<td>Coram Boy</td>
<td>GAVIN, J. (2001)   Publisher: Egmont</td>
<td></td>
</tr>
<tr>
<td>Chicken</td>
<td>GIBBONS, A. (2003) Publisher: Dolphin Book Co</td>
<td></td>
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<tr>
<td>Malarky</td>
<td>GRAY, K. (2003)    Publisher: Red Fox</td>
<td></td>
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<tr>
<td>Cuckoos</td>
<td>GREEN, R. (2001)   Publisher: Oxford University Press</td>
<td></td>
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<tr>
<td>Traitor</td>
<td>JOHNSON, P. (2002) Publisher: Corgi Yearling</td>
<td></td>
</tr>
<tr>
<td>Run Zan Run</td>
<td>MACPHAIL, C. (2001) Publisher: Bloomsbury</td>
<td></td>
</tr>
<tr>
<td>Harry Potter</td>
<td>(all seven books provide opportunities for discussion on the subject of bullying). ROWLING, J.K. Publisher: Bloomsbury</td>
<td></td>
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<tr>
<td>The Boy Who Lost his Face</td>
<td>SACHAR, L. (2002) Publisher: Bloomsbury</td>
<td></td>
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<tr>
<td>There’s a Boy in the Girl’s Bathroom</td>
<td>SACHAR, L. (2001) Publisher: Bloomsbury</td>
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</table>
Reading List: Young Readers

Hope and the Bullies: The Girl Who Drew the Line at Bullying

Worm Loves Worm
AUSTRIAN J.J Published by Balzer + Bra

The Princesses Have a Ball
BATEMAN T Published by Albert Whitman & Company

I am Living in 2 Homes (I am Book)
BEAUVAIS G Published by Stranger Kids

Cloud Busting

Dinosaur Chase
BLATHWAYT, B. (2006) Publisher: Hutchinson

Giraffes Can’t Dance
ANDREAE G Publisher by Orchard Books

Willy the Champ

The Different Dragon
BRYAN J, Published by Two Lives Publishing

Friends
CAVE K, Published by Hodder Children’s Book

Mister Seahorse
CARLE Eric, Published by Puffin

Be Who You Are
CARR. J Published by Authorhouse

If I Had a Hundred Mummies
CARTER V Published by Onlywomen Press

Mummy Never Told Me
COLE B Published by Red Fox

ABC a Family Alphabet Book
COMBS B Published by Two Lives Publishing

Jack and Jim
CROWTHER K Published by Disney–Hyperion

Oliver Button is a Sissy
DE PAOLA. T. Published by HMH Books for Young Readers

Cock-A-Moo-Moo
DALLAS. J –Conte Published by Little, Brown Books for Young

Scarface Claw
DODD, L. (2003) Publisher: Puffin

Tyrannosaurus Drip
DONALDSON J– Published by MacMillan UK

Beat the bullies: The Willow Street Kids
ELLIOT, M. (2000) Publisher: Macmillan

The Sissy Duckling
Fierstein.H Published by Simon & Schuster Books for Young Readers

The Angel of Nitshill Road
FINE, A. (2002) Publisher: Egmont

Diddakoi

Hello Sailor
GODON I, Published by Macmillan UK

Our Twitchy
GRAY.K Published by Henry Holt and Co

Feather Wars
GRINDLEY, S. (2013) Publisher: Bloomsbury

Picnic in the Park
GRIFFITHS J Published by British Association for Adoption & Fostering

Welcome to Lizard Lounge
HAMBLETON L Published by Milet Publishing

Crabbit Comes to Stay

I Am Jazz
HERTHEL, J and JENNINGS, J Published by Dial Books
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Priscilla and the Pink Planet</td>
<td>HOBBS, L. (2004)</td>
<td>Published by Little, Brown Books for Young Readers</td>
</tr>
<tr>
<td>The Lion and the Unicorn</td>
<td>HUGHES, S. (2000)</td>
<td>Publisher: Hodder Wayland</td>
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<td>The Huge Bag of Worries</td>
<td>IRONSIDE, V. (2004)</td>
<td>Published by Hodder Wayland</td>
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<tr>
<td>The Haunted Piccolo</td>
<td>KEMP, G. (2005)</td>
<td>Publisher: Orchard Books</td>
</tr>
<tr>
<td>Jump</td>
<td>MAGORIAN M (2003)</td>
<td>Published by Walker Books Ltd</td>
</tr>
<tr>
<td>Tough Chicks</td>
<td>MENG C (2003)</td>
<td>Published by Clarion Books</td>
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<tr>
<td>Dad, David, Baba Chris and Me</td>
<td>NEWMAN L (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>Trouble at the Dinosaur Cafe</td>
<td>MUNSCH, R (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>Daddy, Papa and Me</td>
<td>NEWMAN L (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>Mommy, Mama and Me</td>
<td>NEWMAN L (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>King and King</td>
<td>Nijland S De Haan L (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>King and King and Family</td>
<td>Nijland S De Haan L (2001)</td>
<td>Published by Tricycle Press</td>
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<tr>
<td>Invisible Vinnie</td>
<td>NIMMO, J. (2003)</td>
<td>Publisher: Corgi Pups</td>
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<tr>
<td>It’s OK to be Different</td>
<td>PARR T (2003)</td>
<td>Published by Two Lives Publishing</td>
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<tr>
<td>The Family Book</td>
<td>PARR T</td>
<td>Published by Little, Brown Books for Young Readers</td>
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<tr>
<td>And Tango Makes Three</td>
<td>J Richardson P. Parnell</td>
<td>Published by Simon &amp; Schuster Books</td>
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<tr>
<td>Colour me Happy</td>
<td>SHEN and CORT-</td>
<td>Published by Pan Macmillan</td>
</tr>
<tr>
<td>Together</td>
<td>SIMMONS J (2005)</td>
<td>Published by Orchard (NY)</td>
</tr>
<tr>
<td>Hugo and the Bully Frogs</td>
<td>SIMON, F. (2005)</td>
<td>Publisher: Pinwheel Ltd</td>
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<tr>
<td>Free to be ...You and Me</td>
<td>THOMAS MARLO</td>
<td></td>
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<tr>
<td>The Duke who outlawed Jelly Beans</td>
<td>Valentine J</td>
<td>Published by Alyson Books</td>
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<tr>
<td>One Dad Two Dads Brown Dad Blue Dads</td>
<td>Valentine J</td>
<td>Published by Little, Brown Books for Young</td>
</tr>
<tr>
<td>Spacegirl Pukes</td>
<td>WATSON K (2003)</td>
<td>Published by Onlywomen Press</td>
</tr>
<tr>
<td>Tadpoles Promise</td>
<td>WILLIS J (2003)</td>
<td>Published by Atheneum Books</td>
</tr>
<tr>
<td>Henry and the Fox</td>
<td>WORMWELL, C. (2006)</td>
<td>Published: Jonathan Cape</td>
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Appendix 5

Ofsted Grade Descriptors for Personal Development, Behaviour and Welfare

Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

OUTSTANDING (1)

Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.

In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.

Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.

Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.

For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained.

Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.

The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.

Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

GOOD (2)

Pupils are confident and self-assured. They take pride in their work, their school and their appearance.

Pupils’ attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.

Pupils show respect for others’ ideas and views.

In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.

Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.

Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.

Pupils conduct themselves well throughout the day, including at lunchtimes.

The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.

Pupils’ good conduct reflects the school’s efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.

Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.

Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.

Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils’ well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.

The school’s open culture promotes all aspects of pupils’ welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.

Pupils’ spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.
REQUIRES IMPROVEMENT (3)
Pupils’ personal development and welfare are not yet good and/or behaviour in the school is not yet good.

Pupils are safe and they feel safe.

INADEQUATE (4)
Personal development, behaviour and welfare are likely to be inadequate if any one of the following applies.

Pupils’ lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.

A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline.

Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.

Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.

A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.

Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

Pupils have little confidence in the school’s ability to tackle bullying successfully.

Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
Discriminative Language & Bullying Incident Sheet

Name of Pupil(s) involved: __________________________________________
______________________________________________________________________
______________________________________________________________________

To monitor the incidents of bullying, please indicate below if there were any noted incidents

☐ Transphobia or transphobic language  (derogatory references to trans individuals or perceived trans individuals)

☐ Biphobia or biphobic language  (derogatory references related to bisexuality)

☐ Homophobia or homophobic language  (derogatory references related to sexuality)

☐ Racism or racist language

☐ Cyber-bullying incident

☐ Sexism or sexist language

☐ Disablist Language

☐ Physical incidents of bullying

☐ Verbal incidents of bullying

Did the incident(s) happen Inside or Outside school I/O

Additional Details:  
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

How was the incident tackled:

☐ Through discussion

☐ Tutor informed

☐ Parents informed

☐ SLT informed

Does further work need to be done around the issues with the individual?  Yes ☐  No ☐

If yes, what approach?:  __________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Staff Name (printed):  __________________________________________

Staff Signature:  __________________________________________

Senior Teacher:  __________________________________________

Headteacher:  __________________________________________

Date:  _____________________
## Follow Up Information

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