

Preventing Bullying

Hackney Learning Trust

February 2018

1. **Position Statement**

Hackney Learning Trust believes that all children and young people have the right to grow up in a safe environment, free from bullying and discrimination. It is vital that everyone understands the impact that bullying can have, the harm it causes and the lingering effects it has on people’s lives and those who care for them.

This Statement sets out our commitment to supporting our services (including schools, youth hubs and commissioned services) to create an environment where bullying and discrimination is understood by everyone to be unacceptable and where there are clear strategies to address it if it does take place. In dealing with bullying, establishments need a clearly defined code of practice, which is known and owned by everyone including adults, who we expect to model appropriate behaviour.

This Statement promotes the sharing of effective practice that we are aware of to prevent and respond to bullying behaviour. The statement also sets out where children and young people and parents and carers can find support to respond to and combat bullying.

The aims and aspirations within this statement are reflective of the latest guidance issued by DfE to Schools on this issue – See Appendix three. The new guidance can be viewed here - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

It is also very important that all Hackney Schools carefully consider their responsibilities within the Equality Act 2010 and protected characteristics in regard to age, disability, gender, race, religion, sexual orientation - <https://www.legislation.gov.uk/ukpga/2010/15/contents>

Schools should ensure that this piece of legislation is appropriately referenced within their anti- bullying policy and statement. A synopsis of protected characteristics can be found here–

<https://www.equalityhumanrights.com/en/advice-and-guidance/your-rights-under-equality-act-2010>

The Equalities Act is referenced more specifically in Appendix 2 of this document.

1. **Our Aims**

HLT want Hackney to be a place where children and young people value each other’s differences, are empathetic, compassionate and supportive and where everyone is treated with dignity and respect, free from bullying, fear and intimidation.

This Preventing Bullying statement is set in the context of LBH’s Health and Wellbeing Strategy and HLT’s Wellbeing in Schools Strategy.

At the heart is a set of core aims. These are:

1. **Promotion of strategies, interventions and best practices that create positive relationships and prevent bullying behaviour amongst children and young people.**

All partners working with children and young people have a responsibility to ensure that bullying behaviour is dealt with promptly and effectively. There are some outstanding examples of best practice to prevent and respond to bullying behaviour across the borough, including work with victims and those who engage in bullying behaviour. CYPS will publicise and sign post these so that they can be built upon, shared and emulated by others. For example, in Hackney we recognise that bullying behaviour should be managed through a range of mediums such as restorative approaches and peer support interventions. Information on training and advice regarding these interventions is available from the HLT Wellbeing in Schools Strategy document and [website](https://www.learningtrust.co.uk/Pages/home.aspx).

1. **Provision of guidance and support to organisations working with children and young people to support those who are bullied, bullying or who are bystanders. Adults working with the CYP should be aware of the potential for any SEMH concerns as well as sign posting to advice for parents about bullying. Access to advice regarding appropriate help for those who bully.**

In general, services working with children and young people are expected to manage and respond to allegations of bullying locally. This statement will undertake to signpost professionals, children and young people and parents/carers to advice and support as far as possible. Consideration should also be given for the potential of SEMH issues amongst those who bully, are bullied or witness bullying.  Necessary steps should be taken to signpost those to the appropriate services for early intervention and identification.

1. **Build successful and creative partnerships with children and young people, parents and carers and organisations working with children and young people to find constructive solutions to friendship problems and bullying behaviour**

The continued development and promotion of highly effective multi-agency partnership working across the Borough is vital to streamline efficiency, close gaps between existing support services and improve information sharing to ensure that all forms of bullying are addressed.

Stakeholders also play an instrumental role in shaping the anti-bullying agenda. It is CYPS’s responsibility to ensure that children and young people, their families and our partners are given the opportunity and encouragement to speak out and have their voices heard on matters that directly affect them.

HLT and CYPS will use the various stakeholder forums open to it to regularly engage partners and coordinate and monitor identified issues related to bullying and bullying prevention. Forums may include HLT Behaviour and Wellbeing Forum (with schools), Youth Provider Network, Health & Wellbeing Board, Hackney Youth Parliament and Hackney Gets Heard (the Borough’s Children in Care Council).

**Hackney Schools and Parents – What to do and How to Refer.**

Hackney Learing Trust does not have a remit to investigate and address bullying issues in Hakcney Schools – that remains the responsibility of the Head teacher / Principal and Governing Body.

In situations where parents have concerns about bullying – in any of the formats described as above, it is suggested that parents should:-

* Discuss in full with their child in order to get a very clear understanding of the nature of the bullying – how long has it been happening, who is involved, have they spoken to any staff members?
* Obtain a copy of the Schools published Anti Bullying policy
* Make an appointment to discuss with the Class Teacher or Form Tutor, making clear reference to the views and anxieties that their child may be exhibiting.
* Ensure that the views of the child are clearly reflected in the outcomes of any discussion and agreement with school staff
* Discuss whether a restorative conference in school – including alleged perpetrators – may be appropriate. As above, the view of the child who is being bullied will be essential to inform this. Although this work should be highly beneficial for all parties inn confronting the issues and challenges, the child who is being bullied should not feel that they are not being listened to and that they are being cooerced into a situation that remains uncomfortable to them.
* Agree how contact with key staff in school will be maintained and how this situation will be reviewed – by whom and when?
* Consider how to escalate – and to whom – if concerns persist and there is reasonable ground to identify that suggested strategies have not been effective (by making reference to the Schools Anti Bullying policy)
* Make use of the resources and lionks within Appendix 4 of this document.

**Appendix One: Defining Bullying Behaviour**

**Definition**

Bullying is experienced subjectively and can be difficult to define. The key to a consistent and coherent approach to bullying is having a shared understanding of the nature and range of bullying behaviour.

In Hackney we have adopted the Department for Education’s (DfE) definition of bullying behaviour as a clear and simple statement which we feel captures the nature of the action and the negative impact of bullying - <https://www.gov.uk/bullying-at-school/bullying-a-definition>

The DfE definition states that:-

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, for example 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 or online (for example email, social networks and instant messenger)

**Types of Bullying and Vulnerable Groups**

As stated above, Bullying can take a number of forms

* Direct physical bullying (pushing, hitting, punching, kicking).
* Direct verbal bullying (name-calling, teasing, insulting someone, using verbal threats).
* Indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another’s secrets to a third party).
* Cyberbullying - this is a subset of bullying that is covert, or indirect, using technology, such as mobile phones and the internet (email, social media, instant messenger).

All forms of bullying are extremely hurtful and damaging to the victim and anyone can be the victim of bullying. Research suggests that bullying is often motivated by prejudice against particular groups and can be based on shared identities such as:

* Race, religion or culture
* Special educational needs and disabilities
* Young carers or looked after children
* Sexist or sexual bullying
* Sexuality of gender identity
* Refugee/asylum seeking status

Bullying prevention work should challenge stereotypes and prejudice which can lead to children and young people being bullied and actively seek to identify whether discrimination is a factor when bullying does take place.

It is important to note that bullying does not just happen between children and young people. This statement seeks to highlight bullying behaviour primarily between children and young people. Where children and young people bully adults (dignity at work), or adults bully children and young people (safeguarding/child protection), or where adults are found to be bullying other adults (disciplinary proceedings) separate guidance and procedures already exist.

**Appendix Two: Legal and Inspection Framework**

**The Education and Inspections Act 2006**

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

* Provides that every school 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;
* Gives head teachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

In addition the Act outlines some legal powers relating directly to cyberbullying, giving head teachers the power ‘to such an extent as reasonable’ to monitor the conduct of pupils off school site.

**The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new 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 also 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; and
* Foster good relations between people who share a protected characteristic and people who do not share it.

Schools are required to comply with the Equality Duty. The Act also makes it unlawful for 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. The Act applies to all maintained and independent schools, including Academies and Free Schools, and maintained and non-maintained special schools.

**Safeguarding Children and Young People**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’.

**Criminal Law**

Although bullying in itself is not a specific criminal offence in the UK, some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Defamation Act 2013, Computer Misuse Act 1990, Crime and Disorder Act 1998 and the Public Order Act 1986. Of particular mention is the potential criminality of sending, sharing or viewing indecent pictures online amongst young people under 18, often referred to as ‘sexting’.

**Ofsted Inspection**

The new Ofsted school inspection framework includes ‘behaviour and safety’ as one of its key criteria for inspection. Schools should be able to demonstrate the impact of anti-bullying.

**Appendix 3: DfE guidance July 2017**

The DfE has updated ‘Preventing and tackling bullying’ outlining the government’s approach to bullying; legal obligations and the powers schools have to tackle bullying; and the principles which underpin the most effective anti-bullying strategies in schools in England. The advice also lists further resources school staff can access for specialist information and advice.

The new guidance can be viewed here - <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The guidance applies to school leaders and school staff in all maintained schools and academies in England.

The guidance:

•           Outlines the statutory obligations on schools to prevent and address all forms of bullying.

•           Explains what bullying is and the different forms that bullying can take, including cyber-bullying through text messages, social media or gaming.

•           Emphasises the need for schools to develop strategies to prevent bullying in the first place and provides examples of strategies implemented by schools that have been successful at tackling bullying. The guidance explains the types of intervention that schools can employ to provide support for pupils who are bullied and the disciplinary measures that can be applied to pupils who bully in order to show them that their behavior is wrong.

The DfE has also published separate non-statutory advice for schools, and parents and carers on cyberbullying and how to tackle it if it happens.

Source: DfE: Guidance: Preventing bullying (4 July 2017). <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

**Appendix Four: Links to Guidance and other Resources**

1. **Guidance**

**Department for Education**

* [Keeping Children Safe in Education](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/372753/Keeping_children_safe_in_education.pdf)
* [Preventing and Tackling Bullying](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

**LBH/HLT**

* [Hackney Children and Young People’s Preventing Bullying Strategy, 2012](http://trustnet.learningtrust.co.uk/Safeguarding/Documents/Hackney%20Preventing%20Bullying%20Strategy%20May%2012.pdf)

**Audit Tools**

<http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/>

The **ABA School Assessment Tool** can assist you with prioritising areas for development in your school anti-bullying practice (last updated March 2013):

* [ABA School Assessment Tool](http://www.anti-bullyingalliance.org.uk/media/1040/aba_school_assessment__short_version__final_copy.doc) (short version)

The ABA have produced a series of **questionnaires**to support schools in surveying students and parents about bullying:

* [Questionnaire for Key Stage 2](http://www.anti-bullyingalliance.org.uk/media/1041/aba_audit_questionnaire_key_stage_2_final.doc)
* [Accompanying teachers' notes for Key Stage 2 questionnaire](http://www.anti-bullyingalliance.org.uk/media/1042/accompanying_notes_key_stage_2_survey.doc)
* [Questionnaire for Key Stage 3 and 4](http://www.anti-bullyingalliance.org.uk/media/1043/aba_audit_questionnaire__key_stage_3_and_4__mar_10.doc)
* [Accompanying teachers' notes for Key Stage 3 and 4 questionnaire](http://www.anti-bullyingalliance.org.uk/media/1044/accompanying_notes_key_stage_3_and_4_survey.doc)
* [Questionnaire for Parents and Carers](http://www.anti-bullyingalliance.org.uk/media/1045/aba_audit_questionnaire__parents_and_carers__updated_march_2010.doc)
* Mencap have provided a [questionnaire](http://www.anti-bullyingalliance.org.uk/media/1047/mencap_questionnaire.pdf) and [accompanying notes](http://www.anti-bullyingalliance.org.uk/media/1046/mencap_administrator_notes.doc) suitable for use with children with SEN and disabilities.

1. **Organisations**

[**Anti-Bullying Alliance (ABA)**](http://www.anti-bullyingalliance.org.uk/)

* [Free School and College Network](http://www.anti-bullyingalliance.org.uk/get-involved/become-a-member/school-and-college-network/). Network members receive regular bulletins updating schools on policy and practice relating to bullying as well as lists of resources and forthcoming training
* [Free training](http://www.anti-bullyingalliance.org.uk/the-project/free-training/) for all teachers on how to prevent and respond to bullying of disabled children and those with special educational needs

[**Kidscape**](http://www.kidscape.org.uk/)

* Website with information and resources relating to bullying and other child protection issues
* Comprehensive training offer for teaching staff and pupils that includes cyberbullying and peer mentoring (there is a charge for this service)

[**UK Safer Internet Centre**](http://www.saferinternet.org.uk/)

* Website with information and resources relating to e-safety and cyberbullying
* Information and resources for Safer Internet Day 2015
* Helpline operated by the UK Safer Internet Centre offering professionals who work with children across the UK support, advice and mediation with online safety issues. The helpline can be contacted by email: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) or telephone on **0844 3814772** (calls on this number are charged at local call rate).

[**Childnet**](http://www.childnet.com/)

* Website with information and advice for teachers and resources suitable for primary and secondary age pupils relating to e-safety and cyberbullying

[**EACH (Education Action Challenging Homophobia)**](http://www.each.education/)

* Action line for children and young people with concerns about homophobic bullying 0808 1000 143.
* Website available to all with information and resources for challenging homophobia

[**Stonewall**](http://www.stonewall.org.uk/)

* Website with information and resources for primary and secondary schools related to homophobic bullying
* Free guides for tackling homophobic language
* Opportunity to become a School Champion

[**Ditch the Label**](http://www.ditchthelabel.org/)

* Ditch the Label provide a range of intervention aimed at tackling prejudice-based bullying; promoting equality and raising awareness of bullying related issues. The Interventions are designed to aid educational establishments in reaching OFSTED requirements of ensuring a safe environment in which young people respect one another and are free from harassment and bullying. This includes cyberbullying and prejudice based bullying as stated in the Equality Act 2010 for schools.

[**Childline**](http://www.childline.org.uk/)

* 24 hour helpline for children and young people with concerns about bullying 0800 11 11
* Online support for children and young people with concerns about bullying
* Website with information about bullying including a new short video to build the confidence of children that have been bullied

[**Get Connected**](http://www.getconnected.org.uk/)

* Helpline for children and young people under 25 - 0808 808 4994. Also a text, email and webchat facility.

[**The Diana Award (Anti-Bullying Programme)**](http://www.antibullyingpro.com/)

* Website available to all with information, advice and good practice for young people, professionals and parents
* Training across UK and Ireland: Training targeting victims, perpetrators and bystanders. Young people can be trained to recognise bullying behaviour and its root causes as well to help their peers tackle bullying online and offline.  Professionals can be trained to lead on Anti-Bullying work and support a peer led programme/student team

[**The Child Exploitation and Online Protection Centre (CEOP)**](http://www.thinkyouknow.co.uk/)

* Website with information and resources for children and young people about staying safe online [www.thinkyouknow.org.uk](http://www.thinkyouknow.org.uk/)

[**Family Lives**](http://www.familylives.org.uk/)

* 24 hour helpline for parents and carers that have concerns about bullying 0808 800 2222. They also have an email facility.

[**Contact a family**](http://www.cafamily.org.uk/)

* Free helpline for parents and carers of disabled children that have concerns about bullying 0808 808 3355.
* Free advice guides and training for parents and carers relating to bullying
* Network of parent support groups