



Bexley Local Safeguarding Children Board

Strategy for Combating Bullying & Related Discriminatory Behaviours In School & Non-School Settings

August 2009
(to be reviewed 2011)

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Introduction

Bexley Schools, non-school settings and the community are, in the main, safe spaces for children and young people with positive relationships between those who attend them. However some children & young people, as well as their parents or carers, across Bexley have told us in a survey that they are worried about bullying and discriminatory behaviour in schools and other places where they meet or associate. They feel that adults can ignore claims of bullying or racism, or do not seem to know what to do about it.

This strategy is the response to these concerns and is the work of the Combating Discrimination, Racism & Anti-bullying Group in partnership with the Local Safeguarding Children Board. It will replace all previous related guidance in respect of combating bullying & racism in Bexley.

It is very important that this Strategy takes a whole community approach to these difficulties and applies to anywhere that children & young people meet together through sports & leisure clubs, schools or other youth settings.

"There is a two-way flow of influences on bullying behaviour between the community and schools. Bullying in schools is often influenced by factors at home and in the community and in turn, bullying within schools can spill out on the local community. It can not be tackled in isolation."

(Safe from Bullying - Guidance for Local Authorities and other strategic leaders on reducing bullying- DCSF)

Where organisations and partners have their own policy and procedures, it is expected that they will be complementary to each other and be in line with the approach in this strategy. This will help to ensure that young people, their parents or carers experience consistent levels of care and attention that are in keeping with this strategy whenever they seek information and support, or, when in real difficulties, make a complaint.

I would like to thank all those who have contributed to the development of this strategy & commend its use alongside the specific guidance to ensure that the well being of our children & young people is promoted.

Dr Deborah Absalom
Director of Children & Young People's services
Chair of the Bexley Local Safeguarding Children Board

Vision for Bexley

We are committed to ensuring that our children & young people stay safe. Our aim is that wherever children and young people live, learn, work and socialise they should be confident that they will:

- Not be bullied, discriminated against, harassed or otherwise abused
- Know what to do if such a problem arises and how to minimise the likelihood of being bullied, harassed or otherwise abused
- Know that it is not acceptable to participate in bullying, discriminatory behaviour or harassment of any kind

Our Aims & Objectives are:

- To reduce the number of bullying, discriminatory, harassment or related incidents.
- To reduce the impact of bullying & increase confidence in addressing and reporting incidents.
- To establish a culture where bullying in all its forms, discrimination and harassment is unacceptable and have an agreed strategy that is applied equally across all settings where children and young people live, learn, work and socialise in Bexley.
- To promote a positive and safe environment that nurtures emotional health, good behaviour and well being in the children and young people of Bexley. A commitment to promoting equality to deal effectively with such behaviours underpins our thinking.
- To provide information and guidance to children, young people & their parents or carers on how & where to get help and how to support others.
- To involve children & young people in the development and implementation of the strategy.

What do we mean by Bullying & Discriminatory Behaviour?

Definitions:

The definition of Bullying that we use in Bexley is:

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

This includes:

Bullying is an abuse of power that results in distress and pain (physical or emotional) to the victim. It is usually part of a pattern of behaviour rather than an isolated incident. There are three significant factors in bullying:

- 1. a power imbalance in favour of the aggressor**
- 2. a victim who cannot match that power**
- 3. it is repeated often over a period of time**

Young people in Bexley also describe bullying as:

- **Unjustified/unprovoked actions taken against someone**
- **Making someone so uncomfortable it becomes unbearable by even just the presence of another**
- **Intimidation including anti-social behaviour by a group**

Organisations agree bullying can take many forms, it can be:

- | | |
|---------------|---|
| 1. Emotional | being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures). Including exclusion of anyone new to a school or group or exclusion of a child because of the action/behaviour of their parent |
| 2. Physical | pushing, kicking, hitting, punching or any use of violence |
| 3. Verbal | name-calling, sarcasm, spreading rumours, teasing |
| 4. Racist | racial taunts, graffiti, gestures |
| 5. Sexual | unwanted physical contact or sexually abusive comments |
| 6. Homophobic | teasing people for being gay or for being perceived as gay, calling them anti-gay names, even in jest, spreading rumours about people's sexual orientation for the purpose of making fun of them, hitting, intimidation, and isolating people who are believed to be gay. |
| 7. Cyber | sending malicious letters, e-mails, text messages and e-mailing photographs using mobile phones |

8. Faith based bullying because of religious faith
9. Disablist children and young people with a disability can be bullied everywhere they go, including at school, in the park, on the bus, in the street and at out-of-school clubs. They are more likely to be bullied by other children because they are seen as 'different' and as 'easy targets' by bullies. Bullying also happens amongst disabled children

Young people in Bexley have added:

10. Geographic children and young people are bullied because of where they live

It is not bullying when:

Children and young people of a similar age and size find themselves in conflict. Examples of this could include:

- disagreeing,
- name calling between two friends,
- playfighting,
- having an argument or even fighting, without imbalance of power or use of intimidation.

The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

Young people in Bexley acknowledge that a lot of banter with friends involves derogatory language that is not necessarily taken as offensive by the recipient but that this can go too far & can be offensive to others witnessing it.

Bullying: Where can it take place?

Bullying occurs in a variety of contexts including schools, transport, youth clubs, neighbourhoods, workplaces, recreational spaces, via the internet and mobile phones. Particular concerns in Bexley include community based incidents that in some pockets are gang related.

Additional Information:

An Issue of Equality, Diversity and Social Inclusion

The LB Bexley's Policies on Valuing Diversity & Social Inclusion, promote the need to ensure that people are recognised as individuals and treated fairly.

We aim to do this by:

- Promoting an environment which gives all residents an equal chance to learn, work and live free of unlawful discrimination and prejudice;
- Take steps to build an inclusive and cohesive community in the Borough.

This strategy brings Bullying in line with these policies and recognises the importance of a coordinated response to it for young people who are victims, perpetrators, their parents and support organisations, who are trying to make a difference.

Links Between Schools & Communities in Combating Bullying & Discriminatory Behaviour

Bullying & discriminatory behaviour does not just happen in school, children & young people can experience difficulties anywhere they are including at home and through the use of technology. This can include:

- In youth activities
- On journeys
- In extended services in & around schools
- In play & leisure provision
- In Further Education Colleges

Issues & behaviours in one setting can influence what happens in another. It is the policy in the Strategy that a consistent approach will be applied wherever a concern is identified.

Children & Young People with Particular Vulnerabilities

Whilst any child or young person can be a victim of bullying it is important to be aware that children and young people are also affected by their home circumstances. There is evidence that experience of prior abuse, neglect or domestic violence, can increase the risk of being a victim or a bully.

Conversely children who have developed resilience and emotional literacy are less likely to either perpetrate or become the victims of bullying behaviour. Children with additional vulnerabilities because of their life experiences may need additional support to develop such resilience.

Agency and Organisation Responsibilities

All agencies and organisations working with children & young people have a responsibility to ensure they are safeguarded and their welfare promoted and to ensure that they provide a safe environment where children can grow and thrive without the fear of bullying and discrimination. They should do this through the development of a culture of respect throughout the organisation. This must be supported by ensuring that they have:

- An Anti-bullying Policy and Procedure that follows the guidance in this strategy and that is reviewed every 2 years
- A Code of Practice for staff and volunteers that is clear about the expectation on all staff and volunteers to behave in such a way that children & young people are safeguarded and their welfare promoted and that children & young people do not experience bullying from staff or volunteers.
- All staff and volunteers should act as positive role models in the way they behave/act towards children & young people and amongst themselves

Types of bullying behaviours

Behaviour	Personal Aspects	Social Aspects	Criminal
<p>Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm or exclude</p>	<ul style="list-style-type: none"> • name-calling, belittling comments, jokes or verbal attacks based on appearance, disability, home situation, race, culture, income, class, sexuality, faith, religion, family • nasty teasing • hurting a person's feelings • sexual harassment • making personal threats 	<ul style="list-style-type: none"> • alienating a person from their friends and social groups • damaging a reputation • excluding and not including in small or larger group activities • ostracising • malicious gossiping spreading rumours • using sexually abusive or suggestive language to exclude a person or group 	<ul style="list-style-type: none"> • coercing people or daring them to do illegal acts • inciting others to do dangerous things • inciting hatred towards an individual or group: • faith, disablist, homophobic, transphobic, religious, racist or sexist • intimidating telephone calls • sexual harassment • threats about damaging a person, their family, friends or property, including inflicting physical harm taunting • faith, racist, homophobic, sexist, disablist, religious
<p>Non-verbal bullying that is deliberately intended to hurt, intimidate, harm, exclude or frighten</p>	<ul style="list-style-type: none"> • intimidation through gesture • hiding, stealing or damaging a person's books or belongings • dirty looks • sending written threats 	<ul style="list-style-type: none"> • setting someone up to take the blame publicly • shunning someone not speaking with or interacting with them • 'Kissing Teeth' 	<ul style="list-style-type: none"> • theft • stalking

<p>Physical bullying includes: A direct physical attack on a person. An indirect attack on property or belongings</p>	<ul style="list-style-type: none"> • beating • biting • choking • kicking • punching • shaking • slapping • tripping • spitting • hitting • poking • throwing • shoving • urinating • groping or unwanted touching • ignoring 	<p>Social aspects of physical bullying include:</p> <ul style="list-style-type: none"> • embarrassment and public humiliation • group bullying – when a child or young person is outnumbered or picked on in some of the following ways: <ul style="list-style-type: none"> • blocking the way • demanding money • being forced to participate in embarrassing initiation rites • being forced to do unwanted things in front of others • having belongings destroyed, stolen and/or ridiculed 	<ul style="list-style-type: none"> • extortion with threats • physical assault • sexual abuse, • sexual violence • stealing • threatening with a weapon • “happy slapping” • using a weapon to inflict harm (assault)
<p>Technological Bullying The majority of verbal and non-verbal behaviours can be carried out using new forms of technology – therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously.</p>	<ul style="list-style-type: none"> • Sending threatening or intimidating comments via: <ul style="list-style-type: none"> • etext messages • internet forums • making malicious or prank phone calls • instant messaging • internet chat rooms • personal websites • creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group 	<ul style="list-style-type: none"> • taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others • setting up or contributing to online forums or websites, where users post malicious comments about a person or group 	<ul style="list-style-type: none"> • using any of these technological methods to threaten, intimidate or harass an individual or group

Positive Outcomes

1. Intervention

All organisations, agencies and individuals working with children and young people in Bexley must address issues of bullying in a proactive way. Detailed guidance is included in Appendices 1 and 2.

Examples of work already undertaken across agencies include:

- Bexley Anti-Bullying Project. This service works with children and young people, schools and parents. The project will deliver assemblies on bullying to primary and secondary schools and supports and provides resources to schools throughout the year but especially for Anti-Bullying Week. The Project works with "Pupil Voice" to identify young people's responses to bullying. The project runs support sessions for pupils in schools – both for bullies and victims and provides advice and support for parents
- A range of services through the Integrated Youth Service, Neighbourhood Services and the voluntary sector work with children and young people to address behaviours that are bullying or discriminatory (see appendix 3)
- Clear guidance and procedures given to children, young people, staff and parents and carers about what to do if bullying occurs
- Circle of Friends
- Peer Mentor Training
- Restorative Justice
- Support groups and specific referrals

Young people in Bexley tell us the most important thing is that the response to bullying is pro-active; children and young people can feel their concerns are dismissed, "*You'll be fine*". They value schemes such as peer mentoring as long as the mentors are mature enough to manage what can be very difficult situations. Above all they want to be believed and the impact understood by whoever they tell.

They also feel that every school and organisation working with children and young people should have a senior member of staff who has responsibility for combating bullying and discrimination within that setting.

2. Prevention

Prevention is key to an effective approach to combating bullying and discriminatory behaviour. There are already extensive examples of creative and innovative work operating within the borough to both prevent bullying and to promote positive relationships. This Strategy

recognises the value of proactive and preventative measures that can create an atmosphere of mutual respect, understanding and tolerance which can reduce the likelihood of bullying behaviours occurring. Embedding the basic principle and ethos which states that everyone has the right to be treated with dignity and respect is central to our preventative strategies. A code of conduct should be embedded in all organisations that reinforces the importance of adults as positive role models, ensuring that 'joining in' does not exacerbate the problems of the use of slang to describe each other and leaving derogatory remarks unchallenged.

It is also recognised and acknowledged that when agencies and partners work collaboratively and consistently to prevent bullying behaviour the impact is more effective and coherent.

The Strategy aims to provide opportunities for all partners to implement and establish their work within a clear framework for development which is closely monitored and evaluated to ensure maximum impact.

Examples of some of the preventative work which is already undertaken by different agencies across the borough are:

1. The Anti-Bullying Project and range of services across both the statutory and voluntary sectors (see appendix 3)
2. A comprehensive staff training programme to all agencies to raise awareness for staff regarding bullying behaviour and appropriate management strategies
3. Small group work across different settings to address specific issues and develop specific skills e.g. assertiveness training, anger management, resilience skills and conflict resolution
4. Peer support networks, including peer mentoring, playground buddies and the 'listening ear'
5. Circle of Friends and Nurture Groups
6. Supervised active play and community based diversionary activities
7. Drama opportunities using external groups and the opportunity for children to explore issues and work co-operatively through role play
8. Implementation of 'Social & Emotional Aspects of Learning' (SEAL) in both the primary and secondary phases in schools to explicitly address issues around managing feelings, developing empathy and building self esteem
9. Boxes in schools and children & youth settings for anonymous reporting

Key Activities:

- Promote robust strategies to raise children and young peoples' self esteem and resilience;

- Reassure parents and carers and their children that schools and other organisations do not tolerate bullying behaviour and will intervene positively;
- Work innovatively and effectively to reduce and respond to bullying and to signpost appropriate support for victims and perpetrators;
- Increase the confidence of both staff and pupils that bullying will not be tolerated and will be responded to effectively by enhancing existing opportunities for training and professional development;
- Map all the work across all service providers so that early years settings, schools and youth services are 'joined up' and consistent in their approaches and aware of all available initiatives;
- Work of the LSCB to promote & co-ordinate work to combat bullying & discriminatory behaviour
- Work alongside parents

3. Children & Young People's Participation

The involvement and participation of children is central to the effectiveness of this strategy.

Throughout Bexley there are many opportunities for children & young people to participate & share their expertise. Information has been drawn from the results of the Sentinel & Viewpoint surveys undertaken in schools as well as in discussion with representatives of the Youth Council and Children's Parliament. Those involved with this strategy will continue to work with these groups to ensure that its future development & implementation is appropriate and effective.

The key messages have been included in various sections of the Strategy. These include the need to take a proactive response to bullying and discriminatory behaviour, to treat those affected by bullying with respect and to understand the impact it can have. The importance of responsibility for combating bullying being held at a senior level is also emphasised by young people.

Key Activities

- Ensure children & young people's views are sought through bringing together children & young people from diverse backgrounds and with different levels of vulnerability, who can support & learn from each other as well as inform the work on anti-bullying through the participation activities across the borough
- Provide young people with a voice & provide them with a level of responsibility in the anti-bullying work in the borough
- Learn from young people creative, simple ideas that will help them keep safe

- Help us produce high quality information & advice for young people & to contribute to training for those working with children & young people on the impact of bullying and how to combat it

4. Using Data Effectively

Consulting with children and their parents and carers to discover how bullying impacts on children's lives is vital as is the collection and analysis of data is essential to ensure we can monitor all types of bullying, including new and emerging forms of bullying and target support and intervention effectively.

The effective use of data will enable us to respond to the specific needs of children and young people in the context of Bexley and it will be monitored through the Local Area Agreement.

Confidential reporting systems

For Children & Young People:

Schools and agencies within the Borough can encourage children and young people to report bullying in confidence using a variety of methods. If a young person's safety is at risk then that information cannot be kept confidential. Children & young people need to know that they will get a prompt and consistent response to any reporting methods if they are to have confidence in their use.

A range of methods can be used by schools, non-school settings and the Local Authority to encourage reporting

- 'Help me' bully boxes which are emptied daily and acted upon.
- Confidential web-based reporting systems at school and Local Authority level.
- 'Befriender' or 'buddies' who are available at known times of the day.
- Peer mentors
- Text or email systems
- Confidential phone numbers
- Drop in facilities with a counsellor/mentor/home school worker.

For Parents:

Parent reporting systems are most effective when

- Those receiving phone messages or visitors are trained in the systems and procedures and are clear about what steps to take.
- At the point of contact the issue is dealt with sensitively with the emotional needs of the parent considered.
- There is confidence that the concern will be taken seriously and acted upon promptly, within agreed time scale and feedback given.
- There is a clear route for further action if required.

There is a directory of local and national support services for children, young people & their parents attached in Appendix 3.

Schools have a legal duty to have a race equality policy and monitor its impact on staff, students and parents. Schools also have a specific duty to eliminate disability related harassment under the Disability Discrimination Act 1995. All organisations must have an Equalities Policy in line with LB Bexley's Valuing Diversity & Social Inclusion Policies.

All schools and non-school settings should record incidents of bullying, including racism & discrimination. This information will be collated by the Local Authority and the inclusion of the National Indicator (on which the LA has to report annually) in respect of the reduction in the reporting of bullying incidents in the Local Area Agreement demonstrates the commitment of all agencies in this area. This information will enable the Local Authority and its partners to identify trends, assess the impact of services and better plan future interventions.

Keeping records of bullying incidents will enable:

- Individual cases to be managed effectively
- The effectiveness of strategies to be monitored and evaluated
- Demonstration of defensible decision making in the event of complaints being made
- The engagement of multi agency teams in an informed manner when necessary.

Bullying data can be used to:

- Provide monitoring reports
- Provide evaluative reports
- Work towards meeting Healthy Schools status.
- Inform the evidence presented in the school Self Evaluation Form (SEF) or Comprehensive Area Assessment

5. Working in Partnership

Ensuring that all organisations, professionals and volunteers adhere to the strategy is a key element of implementation. Partners will include schools, youth facilities, healthcare settings, residential settings, children's centres, faith and voluntary services including umbrella & infrastructure groups.

Key Activities

- Involve all settings where children learn, play, socialise and travel in the development and implementation of the strategy
- Work with partners to target transport and transport links, to reduce incidents of bullying for pupils on the way from school
- Ensure the evaluation and review of the Strategy through the Combating Discrimination, Racism and Anti-bullying Group

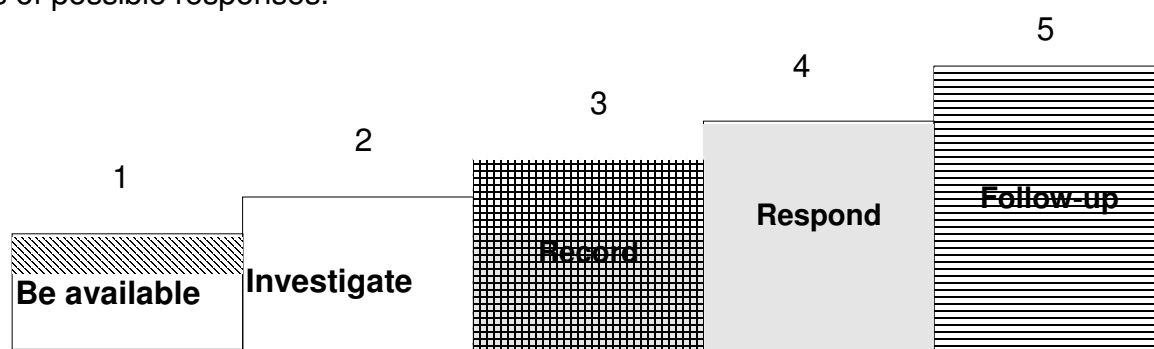
Appendix 1 - Guidance for Schools

This guidance provides a framework for all organisations and agencies working with children and young people across the borough of Bexley.

A MODEL OF INTERVENTION

The Five Step Approach

The 5-step approach to incident management provides a sound general process, whenever and wherever incidents occur. This is outlined below, and is followed by a more detailed analysis of possible responses.



1. **Be available** Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.
2. **Investigate** Investigate every incident as soon as possible. Interview all parties individually at first to avoid intimidation and to produce an accurate report.
3. **Record** Record every incident in a manner which reinforces the organisation's anti-bullying policy. All parties should be encouraged to record the incident in writing. (Bexley reporting form).
4. **Respond** Have a pre-agreed procedure for responding. The style should be 'matter of fact' and relate to the severity of the incident. Remind children & young people of the policy in your setting. (See below: the Five Step approach to respond.)
5. **Follow up** Show that you have a committed position on bullying by following up an incident at a pre-arranged time. This will show children & young people that your organisation means business, by properly investigating it will be encouraging positive behaviour and promoting its values by delivering on its promises.

Implications for Managing the 5 Steps

- **Be available** - the need for swift and effective action may conflict with other demands such as teacher time; it is preferable for the staff member or volunteer who receives the initial report to pursue the initial investigation.
- **Investigate** - it is a time consuming process, particularly if a group of children & young people or bystanders is involved; notes should be taken to aid accuracy of reporting; a quiet secure location is required for interview; interviews require an objective approach to ensure fairness.
- **Record** - ensure the availability of report sheets;
 - Make time available for pupils to make a written record of the incident (support may be required for children & young people with literacy difficulties)
 - Have an agreed system for collating/centralising reports.
- **Respond** - ensure teacher response provides models of behaviour and avoids any aggressive reaction; the way an organisation determines and responds to needs to avoid the use of 'power to inflict hurt or discomfort';
 - Children & young people may be identified as having long-term needs requiring a positive intervention programme.
- **Follow-up** - further time is required to follow up incidents:
 - Repetition of an incident may occur requiring a review of strategies:
 - The follow up should be purposeful to reassure pupils.

The tiered system of response is suggested to give organisations the scope to manage the range of bullying incidents which may occur, from the least severe isolated occasion to the severe and persistent cases. Sanctions may range from the withdrawal of privileges or detentions, to fixed term or even permanent exclusions, depending on the severity and/or persistence of the incidents.

Key Activities

- Develop a mediation service based on Restorative Justice within the Children's & Young People Services
- Offer training to key staff across agencies in early intervention mediation
- Develop web links to ensure all agencies have easy access to relevant resources
- Develop clear protocols for managing bullying incidents, wherever children and young people live, learn, work and socialise

The purpose of this Guidance is to:

- Provide an overview of published national guidance
- Provide a Step Approach to tackling bullying

ANTI BULLYING GUIDANCE - DCSF AND HEALTHY SCHOOLS

Over the last two years the Department of Children, Schools & Families (DCSF) and Healthy Schools have revised their guidance on Anti-Bullying. The documents referred to in this short summary are:

1. DCSF Safe to Learn: An overview of Anti-Bullying including four specific areas:

- **Cyber bullying**
- **Homophobic Bullying**
- **Bullying around Racism, Religion and Culture**
- **Bullying Involving Children with Special Educational Needs and Disabilities**

This guidance was first published in 2007 and acts as an overview to Anti-Bullying. It sets out what the law says Children's Services Authorities and schools should do about bullying, in order to promote the well-being of young people and ensure they stay safe.

This guidance covers both how schools should tackle bullying in general and how schools can respond to the different kinds of bullying, such as cyber bullying, homophobic bullying and racist bullying.

2. Healthy Schools: Anti Bullying Guidance for Schools

Supplement (2008) to Guidance for schools on Developing Emotional Health and Wellbeing (2007). The executive summary of this guidance states "The National Healthy Schools Programme (NHSP), a joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) programme, has worked with 11 Million, the office of the Children's Commissioner for England and the Anti-Bullying Alliance (ABA) to produce this guidance". It includes both details of a literature review and examples of good practice.

3. Cyber bullying Ref: DCSF-00658-2007

This guidance was developed for the Department for Children, Schools and Families (DCSF) by Childnet International and in consultation with the DCSF Cyber bullying Taskforce, which included representatives from organisations as diverse as Bebo, O2, Kidscape and The Carphone Warehouse.

In fact, some cyber bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997 which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003 and the Public Order Act 1986. The age of criminal responsibility in the UK starts at 10.

4. Homophobic Bullying Ref: 00668-2007BKT-EN

This guidance was written for the DCSF by Stonewall and Educational Action Challenging Homophobia (EACH) and was created with the help of children and young people, heads and school staff,

in **secondary school**, where homophobic language can be more extensive. For example, Homophobic language can be used:

- To describe an inanimate object or item that is thought to be inferior or laughable – “that pencil case is so gay”
- To bully someone who has gay parents or other family members who are gay
- To suggest that a person is inferior or laughable or in some way not behaving as they should do – “why do you want to play basketball? Are you a gay?”
- To suggest that an action or response is felt to be inappropriate – “I’m not doing the play if I have to hug him, that’s gay”
- To intimidate someone or make them feel uncomfortable – “Miss, are you a lesbian?”
- To undermine and bully someone by suggesting that they are gay, including spreading rumours and malicious gossip
- To verbally bully someone who is gay, or who is thought to be gay.

5. **Bullying around Racism, Religion and Culture** Ref: 0000-2006DOC-XX

This guidance predates the other documents by a year and is much longer; having sections on training and a “developing” section which refers to 100 websites. The foreword stresses the seriousness of racist bullying:

“We also know that racist bullying is an aspect of bullying that schools find particularly challenging, as Ofsted and schools themselves tell us. The law recognises the seriousness of abuse and attacks that are motivated by racism. Schools, like all public bodies, have a duty at law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, is one way in which schools fulfil that duty, and one aspect of the school’s race equality policy.”

The guidance provides many examples of young people’s experiences and also discusses the definition of racist bullying, providing specific instances based on real events that help to expand understanding of this area:

- “A Sikh boy at a primary school who wears his hair in a knot covered by a handkerchief (a *patka*) is teased by other pupils because, they say, he looks like a girl. His distress is compounded when a teacher assumes he is a girl and tries to separate him from other boys when changing for PE.”

6. **Bullying Involving Children with Special Educational Needs and Disabilities** Ref: DCSF-00372-2008 (DCFS)

This guidance is in five sections:

1. Introduction - This gives a definition of bullying adding this section
2. Legal duties on those involved in schools from governors to support staff
3. Prevention – looking at policy, culture and rewarding positive behaviour
4. Responding to bullying – sanctions and actions after bullying has happened
5. Resources and websites – signalling from where schools may receive help

Appendix 2 - Guidance for Non School Settings & Community based groups

This guidance provides a framework for all organisations and agencies working with children and young people across the borough of Bexley. It also includes the step approach to tackling bullying behaviour. Reference should also be made to the DCSF guidance - **Safe From Bullying - Guidance & Training Resources for Tackling Bullying Outside of Schools** <http://www.everychildmatters.gov.uk/resources-and-practice/search/IG00363/>

1. Introduction

"Bullying happens everywhere - at the park, in school, lessons, on the way home. on buses - its everywhere. Happens to me everyday..."
(DCF Safe from Bullying - male (14yrs) with emotional, behavioural & learning difficulties)

Bullying, discriminatory & racist behaviour will not be tolerated and a zero tolerance approach should be taken to any behaviours that fit with the definitions included in the Combating Bullying & Related Discriminatory Behaviour Strategy.

Any response to such behaviours must be proportionate to the event and provide a clear and consistent approach with the goal to:

- To make the victim safe
- To stop bullying, and change the bully's behaviour
- To make clear to every other young person that bullying is unacceptable
- To learn lessons from the experience that can be applied in future

Remember children & young people who are confident & emotionally resilient are much less likely to become bullies or their victims so all our work with children & young people should reflect the development of these characteristics in those we work with.

2. Policy & Procedures

All organisations working with children & young people should have an anti-bullying policy & procedure. These should form part of a set of safeguarding children policies & procedures with an identified senior member of staff identified as responsible for combating bullying & discriminatory behaviour.

The policy statement should be displayed in an appropriate manner & all children & young people should be made aware of it.

The organisation should also have a Code of Conduct for their staff & volunteers to be clear about the behaviour expected of those working with children, including the importance of acting as an adult role model in terms of language used and behaviour. This should form part of a Safer Working Practices approach. Any allegation of bullying or discriminatory behaviour by a member of staff or volunteer should be managed under the Allegations Policy & Procedures.

3. Reporting

The policy should include how children & young people can report bullying or discriminatory behaviour. Children & young people should be made aware of the reporting procedure. They need to be confident that a prompt and consistent response will be given to any report.

The organisation should think about different ways in which such behaviour can be reported for example:

- 1:1 - who can children approach to talk about concerns?
- Tell box - should be in a discreet place so child or young person can write down their concerns and place it in the box without being openly observed
- Online reporting or texting (need to ensure this is in line with safer working practices in terms of release of mobile phone numbers)
- Third Party reporting

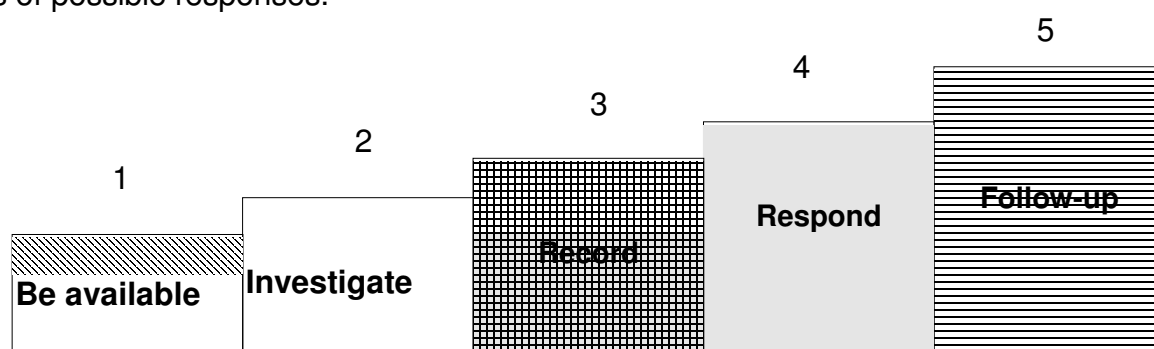
The Tell Us survey will be used to monitor the progress in the reduction in children who report that they have been bullied.

4. What to Do Next - A MODEL OF INTERVENTION

The Five Step Approach

If a child discloses bullying or discriminatory behaviour follow these guidelines. Remember the perception of the child in respect of the impact is very important. Adopt the Five Step Approach:

The 5-step approach to incident management provides a sound general process, whenever and wherever incidents occur. This is outlined below, and is followed by a more detailed analysis of possible responses.



1. **Be available** Break the code of secrecy. Make it known that you are ready to listen. Provide immediate support.
2. **Investigate** Investigate every incident as soon as possible. Interview all parties individually at first to avoid intimidation and to produce an accurate report.

3. **Record** Record every incident in a manner which reinforces the organisation's anti-bullying policy. All parties should be encouraged to record the incident in writing. (Bexley reporting form).
4. **Respond** Have a pre-agreed procedure for responding. The style should be 'matter of fact' and relate to the severity of the incident. Remind children & young people of the policy in your setting. (See below: the Five Step approach to respond).
5. **Follow up** Show that you have a committed position on bullying by following up an incident at a pre-arranged time. This will show children & young people that your organisation means business, by properly investigating it will be encouraging positive behaviour and promoting its values by delivering on its promises.

Implications for Managing the 5 Steps

- **Be available** - the need for swift and effective action may conflict with other demands such as staff time; It is preferable for the staff member or volunteer who receives the initial report to pursue the initial investigation. Think about effective listening.
- **Investigate** - it is a time consuming process, particularly if a group of children & young people or bystanders is involved; notes should be taken to aid accuracy of reporting; a quiet secure location is required for interview; interviews require an objective approach to ensure fairness. Effective listening includes inviting and encouraging talk, consideration of body language and eye contact, clarification of what the child tells you, being comfortable with silence. Advice should be sought from the senior member of staff with responsibility for combating bullying as necessary.
- **Record** - ensure the availability of report sheets;
 - Support the child in deciding how they wish to record the incident, provide them with a summary of the incident (support may be required for children & young people with literacy difficulties)
 - Have an agreed system for collating/centralising reports
- **Respond** - ensure staff response provides models of behaviour and avoids aggressive reaction; the way an organisation determines and responds to needs to avoid the use of 'power to inflict hurt or discomfort';
 - Encourage the child to come up with ideas for the next steps
 - Children & young people may be identified as having long-term need requiring a positive intervention programme.
 - Work with the bullying young person
 - Involve the parents of both the victim of the bullying & the bullying young person
 - Think about changing the emotional environment
- **Follow-up** - further time is required to follow up incidents:
 - Repetition of an incident may occur requiring a review of strategies
 - The follow up should be purposeful to reassure children & young people

The tiered system of response is suggested to give organisations the scope to manage the range of bullying incidents which may occur, from the least severe isolated occasion to the severe and persistent cases. Sanctions will depend on the severity of the incident and the nature of the Organisation. Each organisation should have clear guidelines on the types of sanctions that can be applied and on whose authority.

Response to Bullying Child or Young person

Agree with your manager who will speak to the alleged perpetrator of the bullying or discriminatory behaviour. When speaking to this child or group of children listen to what they have to say as well.

The organisation must have a consistent approach to managing such incidents. The following should be considered:

- Ensure the response is proportionate
- Try not to escalate tensions between groups of children with whom you are working
- Consider a conciliatory approach, if possible bring them perpetrator & victim together to work out difficulties ensuring that this does not increase the vulnerability of either party
- Disciplinary action, should the perpetrator be excluded from some sessions?
- Is a restorative justice approach appropriate?
- Should the perpetrator be offered some additional support, 1:1 time or mentoring?
- Should the child or young person be asked to leave?
- Should the police be involved?

Appendix 3 - Local & National Resources

Advice agencies, help lines and websites

The following agencies are engaged in anti-bullying work. Some have their own helpline, publish advice leaflets, and can be approached for advice on individual cases.

Local Resources in Bexley & surrounds

Bexley Anti-Bullying Project

07799 072 090 / 07974184796

antibullyingproject@bexley.gov.uk

Works with children, young people & their parents/carers to resolve issues around bullying. The service also provides training & development for schools & groups.

Children's Rights Officer

020 8836 8388

Provides independent support and advocacy for Looked After Children within Bexley.

Bexley Moorings Project

020 8300 9742

www.bexleymoorings.co.uk

Bexley Moorings Project is a registered charity working in Bexley London Borough to provide effective support for vulnerable young people aged 8-17; who are experiencing a crisis or on-going problems, which can include material or emotional deprivation, physical, emotional or sexual abuse, social isolation, bullying, or the effects of dysfunctional family life. They may have a caring role within the family to a parent or sibling with disability or life illness.

The Metro Centre

020 8305 5000

www.metrocentreonline.org

Provides services for lesbian, gay & bisexual people across SE London

Neighbourhood Services

0800 389 5013

This multi-agency team works directly with Police and other partners to improve the quality of life for people in Bexley by reducing crime, disorder, anti-social behaviour (ASB), alcohol and substance misuse. They are able to provide community based solutions & responses to all aspects of hate crime including homophobic & racist behaviours.

Integrated Youth Services

020 8836 8235

Provide a range of services for young people across bexley including youth centres, streetwork, projects etc.

Bexley SNAP

020 8311 6777

www.bexleysnap.ismysite.co.uk

SNAP is a parent-led support agency for families of disabled children and young people in Bexley, and provides a wide range of [services](#) to both children and their parents and carers including Saturday Fun Club for children up to 11 yrs & weekly Youth Club.

Parentline

Parentline Plus www.parentlineplus.org.uk Tel: 020 7284 5500 (for general information only)

Parentline: 0808 800 2222 – 24-hour helpline for parents

Textphone: 0800 783 6783 – 24-hour helpline for parents

Provides a 24 hour, confidential and free line to access further advice. Extensive information is available on www.parentlineplus.org.uk where 'Be someone to Tell' can be downloaded.

National Websites & Advice

Advisory Centre for Education www.ace-ed.org.uk

Anti-Bullying Alliance Resources include: Anti-Bullying Week materials; a monthly e-bulletin; briefings; and many other resources for professionals.

www.anti-bullyingalliance.org.uk Tel: 020 7843 1901 (general information, not a helpline)

Barnardo's www.barnados.org.uk Tel: 020 8550 8822 (general information, not a helpline)

Bullying Online www.bullying.co.uk

ChildLine (Child Line in partnership with schools) www.childline.org.uk Tel: 0800 1111 (24-hour helpline)

Children's Legal Centre www.childrenslegalcentre.com Tel: 0845 456 6811 (helpline)
Department for Children, Schools & Families

Every Child Matters www.everychildmatters.gov.uk

Healthy Schools www.wiredforhealth.gov.uk

Kidscape www.kidscape.org.uk Tel: 08451 205204 (helpline for concerned parents, carers, and relatives)

National Children's Bureau www.ncb.org.uk Tel: 020 7843 6000

National Council for Voluntary Youth Service www.ncvys.org.uk Tel: 020 7253 1010

National Youth Agency www.nya.org.uk Tel: 0116 242 7350

NSPCC www.nspcc.org.uk Tel: 0808 800 5000 (24-hour helpline)

Ofsted www.ofsted.gov.uk

Relate www.relate.org.uk

Schools Health Education Unit www.sheu.org.uk Tel. 01392 667272

Teacher net www.teachernet.gov.uk

Victim Support www.victimsupport.org.uk

Beat Bullying (website for Young People) www.bbcllc.com/

4Children - provides advice, support & publications for extended services in association with Child-Line www.4children.org.uk

BECTA - information on cyberbullying - www.digizen.org/cyberbullying/overview

Childnet - Information & material on a range of online safety aspects including cyberbullying
www.digizen.org

Stonewall - Information on tackling homophobic bullying www.stonewall.org.uk

Transforming Conflict - Information on restorative practices and training www.transformingconflict.org

Leap - Offers training & workshops in confronting conflict www.leaplinx.com

Publications:

Safe to Learn - Embedding Anti-bullying Work in Schools (2004)
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

Safe to Learn - Bullying Involving Children with Special Educational Needs and Disabilities (2007)

Department for Education and Skills (2003) Bullying – A charter for action.
www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf

Department for Education and Skills (2006) Bullying Around Racism, Religion and Culture: How to prevent it and what to do when it happens.
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying

Safe From Bullying - Guidance & Training Resources for Tackling Bullying Outside of Schools
<http://www.everychildmatters.gov.uk/resources-and-practice/search/IG00363/>

Jennett, M (2004) Stand Up for Us: Challenging homophobia in schools. London: Health Development Agency.

Mason, A (1996) Queer Bashing. London: Stonewall.

Mencap (2005) They won't believe me... Bullying of children with a learning disability. London: Mencap.

Office for Standards in Education (2003) Bullying: Effective action in secondary schools. London: Ofsted.

Office of the Children's Commissioner (2004) Journey: Children and Young People Talking About Bullying. London: OCC.