

**boards
against
bullying**

Anti-bullying training for governors in England



ALLEN & OVERY



Training outline

PART 1

Understanding bullying

PART 2

Preventing and responding to bullying

PART 3

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PART 4

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Part 1: Understanding bullying

Why is it important for governors to have an understanding of bullying?

- Schools have a legal duty to prevent bullying and keep pupils safe.
- Bullying is a top concern for children, parents and carers.
- You may have to handle a complaint about bullying or respond to a major incident.
- Intrinsic to school reputation.



What is bullying?

*‘Bullying is behaviour by an individual or group, repeated over time, that **intentionally hurts** another individual or group either physically or emotionally’.*

(Preventing and tackling bullying, advice for headteachers, staff and governing bodies, Department for Education, 2017).



Bullying and the law

Bullying itself is not a criminal offence in the UK, but there are times when bullying behaviour could constitute an offence. Examples include physical and sexual assault and malicious communications online.

Duty to prevent bullying

Maintained schools must prevent all forms of bullying amongst pupils (*Education and Inspections Act 2006*).

The proprietor of an Academy or other independent school ensures bullying is preventable as far as is reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (*The Education (Independent School Standards) Regulations 2014*).

Duty to prevent harassment and discrimination

Schools as public bodies must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act. This covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. (*Equality Act 2010*)

Bullying as a child protection concern

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. (*Children Act 1989*).

Bullying outside school premises

A school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances (*Sections 90 and 91 of the Education and Inspections Act 2006*).

How prevalent is bullying?

- 22% of children aged 12-20 had been bullied, 27% had witnessed bullying (Ditch the Label, 2019)
- 29% of school leaders report non-physical and physical forms of bullying occurred at least weekly (up from 14.6% in 2013) (OECD, 2019)
- 2.6% of English school leaders reported injury caused by violence happening every week, compared to an OECD average of 2% (OECD, 2019)
- 13.9% of secondary English school leaders have received reports from a student or parent/guardian about hurtful posts on the internet or social media about students, compared to an OECD average of 2.5%. (OECD, 2019)
- One in five children aged 11 to 19 reported experiencing cyberbullying in the past year (Mental Health of Children and Young People in England, NHS, 2017)
- Bullying was the main reason children under 11 contacted Childline. **Bullying has been one of the top concerns every year since 1989.** (NSPCC, 2019)
- **Children see being bullied as the top barrier to having a good childhood (Action for Children, 2019)**

Who is most vulnerable to bullying?

Children may target 'difference' in others. This means children in minoritised groups can be more vulnerable to bullying.

This spans a vast range of categories including (but not limited to) disability and additional needs, sexuality and gender, race and faith, children living in poverty, children who are care experienced, young carers, children with visible differences, children who are bereaved, gifted and talented children, children with allergies and other health conditions, children with red hair, children with glasses.

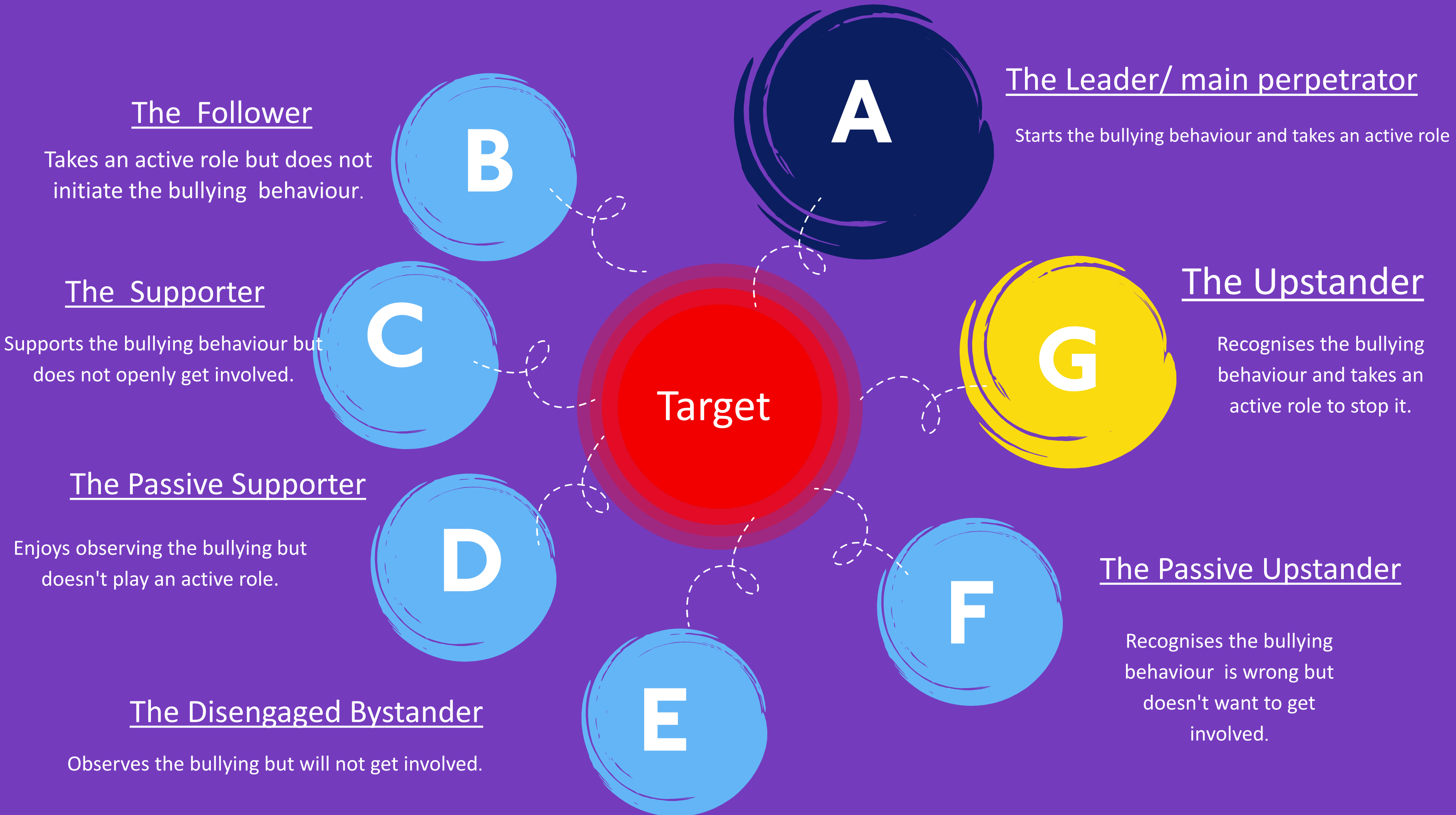
- Children in lower income households were at 20% greater risk of reporting being bullied (Campbell et al, Millennium Cohort Study, 2019).
- 40% of children said they would hide aspects of themselves for fear of being bullied (Anti-Bullying Alliance, 2017)
- 64% of children have come across someone being bullied for being 'different' from others, yet more than a third (36%) say they don't learn enough in school about what to do if it happens to them. (Anti-Bullying Alliance, 2017)
- 21.6% of disabled young people report being bullied 'once every two weeks or more often', compared to 12.3% of non disabled people. (Longitudinal Study of Young People in England, Chatzitheochari, S. & Platt, L, 2019)
- 52% of men and 40% of women recalled frequent or constant experience of being bullied at school. (Drydakis, N. School-age bullying, workplace bullying and job satisfaction: experiences of LGB people in Britain, 2019)

Why do children bully others?

We are all capable of bullying behaviour. Research suggests that the UK has a particularly high rate of bullying compared to other countries (OECD, 2019), though we also have a high level of awareness of bullying and many initiatives to challenge bullying behaviour.

Kidscape avoid using terms like 'bully' and 'victim' because this can lead pupils to see these as fixed states, rather than a role we may be in for a time. There are many influences on children's behaviour. These include individual factors (e.g. early development, family dynamics, developmental differences, emotional regulation, personal experiences including of trauma), the peer group (e.g. how children relate to one another, power dynamics within the peer group, cultures, behaviours and trends within the peer group), the school culture (e.g. values, policy and practice, staff training and conduct), the local community (e.g. support for safety on journeys to and from school, levels of crime, poverty, opportunity and aspiration, demographics, support for community cohesion) and societal attitudes (e.g. wider stereotypes, prejudice and discrimination, government policy and practice, the law).





A

The Leader/ main perpetrator

Starts the bullying behaviour and takes an active role

B

The Follower

Takes an active role but does not initiate the bullying behaviour.

G

The Upstander

Recognises the bullying behaviour and takes an active role to stop it.

C

The Supporter

Supports the bullying behaviour but does not openly get involved.

Target

F

The Passive Upstander

Recognises the bullying behaviour is wrong but doesn't want to get involved.

D

The Passive Supporter

Enjoys observing the bullying but doesn't play an active role.

E

The Disengaged Bystander

Observes the bullying but will not get involved.

What is the impact of bullying?

It is well researched that bullying negatively impacts the lives of children and young people, both in the short term and into adulthood. For example, physical and mental health, impact on achievement, and impact on relationships.

- Bullied children eight times more likely to develop depression in childhood and greater patterns of depression in adulthood. (Alex Kwong et al in JAMA Open Network, 2019).
- 45% of children who attended Kidscape ZAP workshops in 2020/2021 said that bullying had led to time out of school (Kidscape, 2022).
- 92% of children who attended Kidscape ZAP workshops in 2020/2021 said that bullying had impacted their physical or mental health (Kidscape, 2022).
- Young people who have been bullied have an attainment gap of 12 points, equivalent to two grades lower in one GCSE (Department for Education, 2018).

Types of bullying



PHYSICAL

Hitting
Kicking
Shoving
Sexual violence
Damaging possessions
Spitting



EMOTIONAL

Spreading rumours
Manipulation
Social exclusion
Mimicking
Shaming



VERBAL

Name calling
Hurtful comments
Threats
Harassment



ONLINE

Posts
Messages
Impersonation
Exclusion
Rumours and accusations

Signs and symptoms of bullying



PHYSICAL

Unexplained injuries
Headaches and tummy upsets
Bed wetting
Self-harm
Truanting



EMOTIONAL

Withdrawn or acting out
Tearful
Depressed, anxious
Clinging



Bullying

Feeling place - cold

Intention - to harm

Feelings of people involved - Scared, isolated, embarrassed (target)/ Powerful (perpetrator)/
Fearful, uncomfortable, embarrassed (bystanders).

Impact: Absence from school, school exclusions, disengagement from school life, impact
on mental and physical health, impact on staff time and morale, reputational damage,
litigation.

v 'banter'/teasing

Feeling place - warm

Intention - to entertain, to strengthen bonds

Feelings of people involved - Happy, included, liked (target)/ liked, funny
(perpetrator), Amused, comfortable (bystanders).

Impact: Positive relationships.



Part 2: Preventing and responding to bullying

Successful schools create an environment that prevents bullying from being a serious problem in the first place.

School staff, headteachers and governors are best placed to decide how best to respond to the particular issues that affect their pupils.

(Preventing and tackling bullying, advice for headteachers, staff and governing bodies, Department for Education, 2017).

Taking a whole school approach to tackling bullying

10 key areas

- Listening and participation
- Values and culture
- Leadership
- Education and training
- Policy
- Reporting
- Prevention
- Responsiveness
- Environment
- Communication



1. Listening and participation



- Listen to pupils about how safe they feel in school.
- Make sure your consultation is fully inclusive
- Use a combination of surveys and focus groups.
- Repeat on an annual basis.



- Share the findings.
- Encourage pupils to work with you to come up with solutions.
- Share how you will change your anti-bullying policy and strategy as a result of the findings.
- Re-evaluate.

2. Values and culture

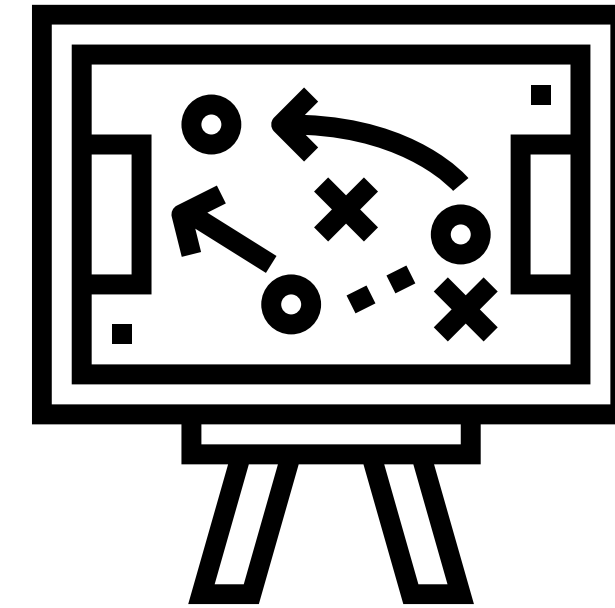
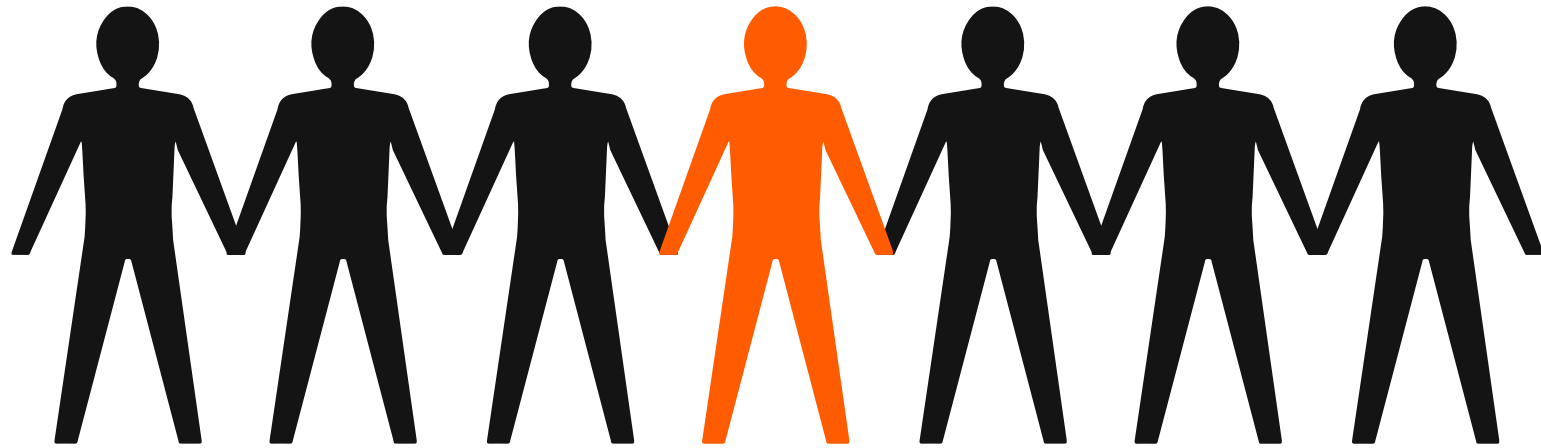
keep
CALM
& be
KIND

- Be clear on your school ethos and values.
- Let these govern your practices.



- Be inclusive of all members of your school community.
- Require respectful and inclusive language by all people, at all times.

3. Leadership



- Nominate staff and governors to be anti-bullying leads.
- Work with the school council and/or establish a pupil led anti-bullying group who can input to the school anti-bullying policy and strategy and take the lead on school initiatives.

- Work together on a school action plan based on these ten key areas. This can form your school anti-bullying strategy.

4. Education and training



- Support and encourage staff and governors to take part in anti-bullying training.
- Make sure this is part of induction for all school staff.
- Invest in complimentary training such as Kidscape ZAP workshops to support pupils to identify and manage bullying situations, online safety training for staff, parents and carers and pupils, or peer mentoring training.

5. Anti-bullying policy

Schools can either have a stand-alone anti-bullying policy or incorporate this within the behaviour policy.

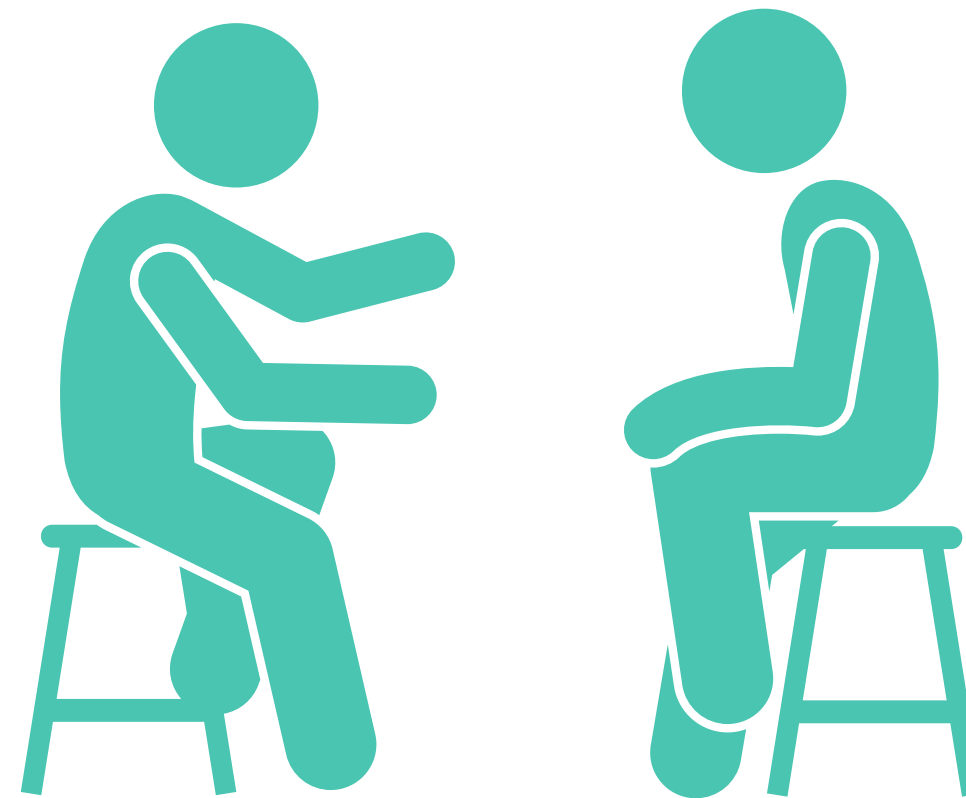
‘Successful schools have policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. However a school chooses to define bullying for the purposes of its own behaviour policy, it should be clearly communicated and understood by pupils, parents, and staff.’ (Preventing and tackling bullying, advice for headteachers, staff and governing bodies, Department for Education, 2017).

To include:

- School vision and values
- Definition of bullying
- Why it's important to prevent and challenge bullying
- How awareness of bullying will be raised
- How it will be embedded in the curriculum (including in relationships and sex education)
- Involvement of whole school community
- Signs a child might be experiencing bullying
- Bullying outside of school
- How to report incidents
- How the school will respond to incidents
- How to escalate concerns
- How the school will evaluate and review the policy and strategy

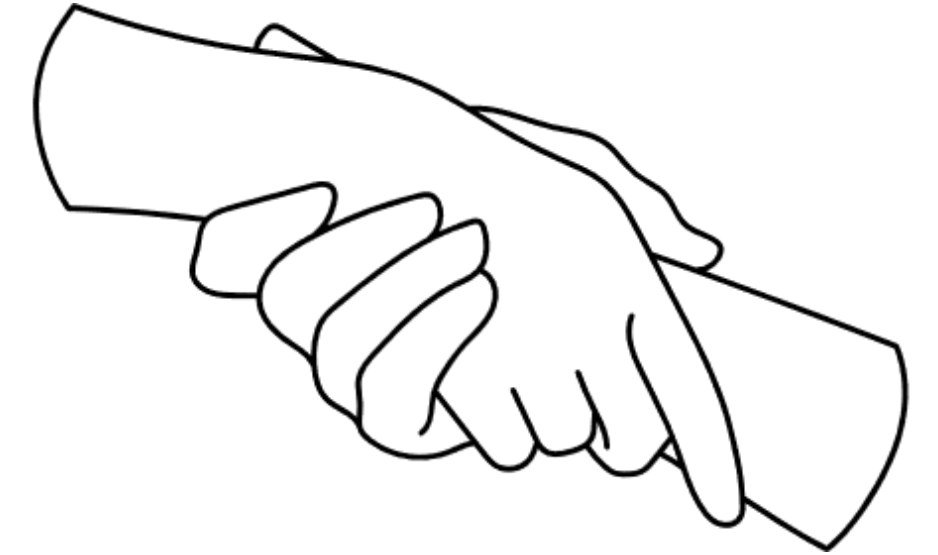


6. Reporting



- Train all staff so they can identify and challenge bullying behaviour.
- Children should be encouraged to speak to the staff member they feel most comfortable with. Every staff member should be ready to listen and respond appropriately.
- Consider multiple channels for reporting bullying. Examples include a dedicated email address, an online reporting tool, a box where pupils can drop in notes.
- There is a clear process for what will happen when a child reports bullying. Children understand the process.
- Children understand your approach to safeguarding and that information will only be shared on a need-to-know basis.
- Staff are confident in who to talk to if they have concerns about a child. This includes the role of the Designated Safeguarding Lead if a child has been harmed, or is at risk of harm.

7. Prevention



- Have clear shared values as a school community. Consistently reinforce these values.
- Train staff in how to identify bullying behaviour and give constructive challenge.
- Implement a continual cycle of listening to pupils, learning from incidents, and improving practice.
- Make sure you have a definition of bullying that is understood by all and that you publicise your anti-bullying policy.
- Education – both formal and informal. This includes a focus on bullying (including cyberbullying) in relationships and sex education.
- Seek out targeted interventions and support from external agencies (e.g. for support with homophobic bullying or cyberbullying).
- Take action to foster inclusion and belonging (e.g., visible role models, shared celebrations).

8. Response



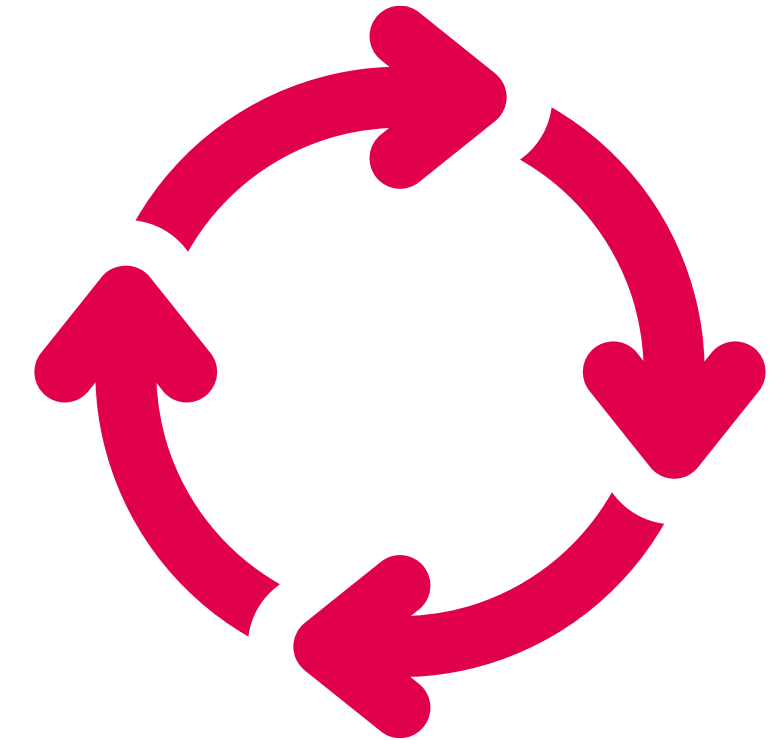
- Listen to all children involved.
- Focus on the impact of the situation.
- Ask the target what you can do to help them.
- Refer to your anti-bullying policy as a guide.



- Keep a clear record of action taken including who, where, when, any protected characteristics of children involved, action taken, and outcome.
- Regularly review data for trends in behaviour or characteristics of children involved – whether targets or perpetrators.
- Minute all meetings.
- Make sure you follow safeguarding procedures at all times.



- Interventions should focus on resolving the bullying situation.
- Consider what else you have to learn as a school community.
- Seek guidance as appropriate (e.g. from the police or children's services).



- Check in to make sure the bullying has stopped.
- Consider further actions.
- Consider additional support that could help the target or perpetrator.
- Encourage pupils and parents and carers to share any further concerns.

9. Environment

The school and community environment can have a significant impact on how safe children feel, and their experiences of bullying.

Actions you can take

Hot spot mapping

Draw out a map of the school campus and work with groups of pupils to map out where they feel most and least safe. Ask them to highlight with red stickers anywhere they have experienced or witnessed bullying behaviour. Then ask what would help increase feelings of safety in these areas (e.g. lighting, CCTV, staff supervision, peer supervision).

Including online safety

Talk to pupils about how your values and anti-bullying policies also apply to conduct between pupils online. Ask them where they spend their time online and talk through any challenges they are facing.

Creating safe spaces

Create safe spaces in the school where pupils can go if they need space and time away from others. This is particularly important for autistic children and any child who can feel overwhelmed during free play or in certain situations.

Considering the wider community

Talk to pupils about how safe they feel in the wider community including journeys to and from school. Work with external agencies such as local authorities, the police and transport providers to ensure children, parents and carers know how to report any safety concerns, and that there is an adequate response to any challenges raised.

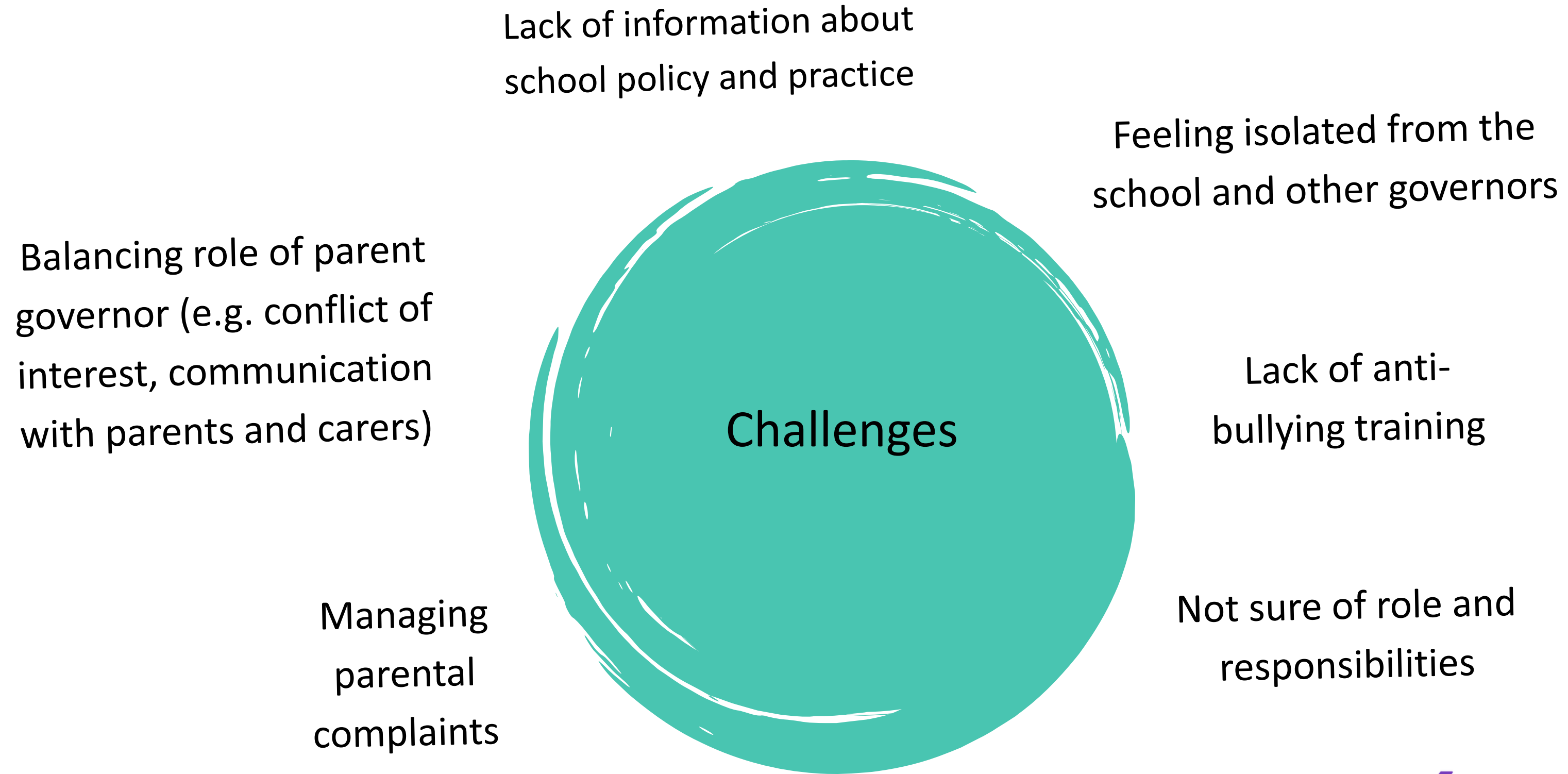
10. Communication

- Share your anti-bullying policy and make sure it is accessible and user-friendly.
- Talk to children and parents and carers about how they want to report bullying.
- Listen and learn from your pupils.
- Get involved in Anti-Bullying Week each November. This is a great time to consult with pupils, plan and launch new initiatives and celebrate your achievements.



Part 3 : Roles and responsibilities

Challenges faced by governors when it comes to anti-bullying practice



Ofsted Inspection framework and bullying

Key information relating to bullying

Ofsted inspection handbook (September 2022)

Preparation carried out by the lead inspector (85)

Responses from 'Ofsted Parent View'

Any complaints made about the school to Ofsted

Policies (for example, on safeguarding, behaviour, and relationships, sex and health education)

information about equalities

Information that schools must provide by 8am on the day of inspection (96)

Records and information about behaviour and attendance, including:

records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents

Seeking the views of parents, staff and pupils (99-105)

Ofsted Parent View

'Ofsted Parent View gives you the chance to tell Ofsted what you think of your child's school, including:

- how happy your child is at the school

- how the school manages bullying or challenging behaviour'

Inspectors will also take into account any other evidence from parents, including the results of any past surveys the school has carried out or commissioned. If individual parents raise serious issues, inspectors will follow these up with the school and record its response.

The views of pupils and staff in schools are gathered through online questionnaires. Inspectors may also gather evidence from pupils, parents or other stakeholders in person. The pupil and staff surveys used in inspection contain questions about safeguarding, behaviour and discipline, bullying, how respondents feel about the school and how well supported and respected they feel they are in the school.

Ofsted Inspection framework and bullying

Key judgement areas

Inspectors evaluate schools against the following key judgements:

- quality of education
- **behaviour and attitudes**
- **personal development**
- leadership and management (197)

Evaluating behaviour and attitudes (272-275)

Whether leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread

Schools should have appropriate and well-communicated school-wide policies in place that make it clear that sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable. Those policies should be consistently reflected throughout the school (see paragraphs 275, 293, and 354 to 356). The school's approach will not be inspected separately but will be considered when assessing the following:

- the curriculum in the quality of education judgement
 - behaviour policies in the behaviour and attitudes judgement
 - pastoral support and [relationships, sex and health education](#) in the personal development judgement
 - [safeguarding](#) in the leadership and management judgement
- Ofsted's approach to evaluating personal development on graded inspections

Relationships, sex and health education

(304) On graded inspections, inspectors will focus on:

- whether the school has had due regard to the statutory guidance on RHSE (see 'Relationships, sex and health education on graded inspections' section) and so:
- has formed a policy following consultation with parents
- has staff trained to assess and deliver the RHSE curriculum
- appropriately supports children with SEND to learn RHSE
- whether pupils have sufficient age-appropriate awareness and understanding of the protected characteristics
- whether pupils have sufficient knowledge about how to stay safe, including online
- pupils' spiritual, moral, social and cultural development, citizenship education, modern British values, the development of character and wider development

Ofsted Inspection framework and bullying

Safeguarding

(343) All schools should have a culture of safeguarding. This means they should have effective arrangements to:

- always act in the best interests of children, pupils and students to protect them online and offline, including when they are receiving remote education

Ofsted judgements (405)

Inspectors use the following 4-point scale to make all judgements:

- outstanding
- good
- requires improvement
- inadequate

Grade descriptors for evaluating behaviour and attitudes (410)

Outstanding

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Good

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

Requires improvement

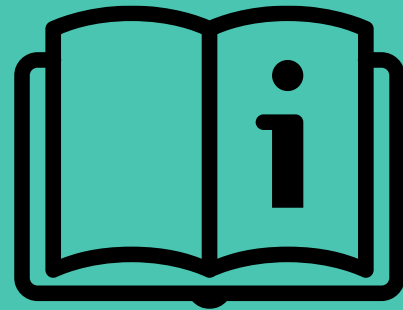
Behaviour and attitudes in the school are not good.

Inadequate

- 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 harassment, bullying, violence and/or discriminatory behaviour successfully.
- Poor behaviour means that pupils, or particular groups of pupils, are not safe or do not feel safe at school and/or at alternative placements.

Roles and Responsibilities of governors

1) Be familiar with **Preventing and tackling bullying Advice for headteachers, staff and governing bodies, Department for Education, 2017**



2) Ensure that the school fulfils its **statutory duties**, for example under the Equality Act 2010, and other duties, in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners (Ofsted Inspection framework, 2022).



3) Make sure the school has a clear **definition of bullying.**



4) Understand the relationship **between bullying and safeguarding.** When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. (*Children Act 1989*).



5) Understand the duty to prevent **harassment and discrimination under the Equality Act 2010**



6) Understand powers to discipline **behaviour outside of school premises**



Roles and Responsibilities

7) Know the law in relation to bullying.



8) Make sure the school anti-bullying policy is easily available, includes key information, is user-friendly, and regularly updated.



9) Make sure the school is collecting and monitoring key information in relation to bullying



10) Make sure your school complaints procedure is publicised and accessible to all.



11) Model values and set high expectations.



12) Understand the approach to bullying within school inspection



Part 4 : Further support

Further support, advice and training

www.kidscape.org.uk



KIDSCAPE

Help With Bullying