Beamont Collegiate Academy

ANTI-BULLYING POLICY

Date approved by the BFP committee	09.02.17
Signature of Chair to the BFP committee	L Waterson
Signature of Academy Principal	A Moorcroft
Date of Review BFP	29.01.18
Date of next review	Spring term 2019

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APPENDIX 2 DfE Advice

1. Foreword

1.1 The Department for Education has recently published advice on Preventing and Tackling Bullying which is for Academy leaders staff and governing bodies. The document has been produced to help Academies prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the Department's approach

1.2 The document replaces previous advice to Academies. It outlines, in one place, the Government's approach to bullying, legal obligations and the powers Academies have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in Academies. It also lists further resources through which Academy staff can access specialist information on the specific issues that they face.

1.3 The advice has been included as Appendix 1 and the good practice it identifies has been included in this policy.

2. The Equality Act 2010

2.1 Under the Equality Act 2010, new duties on Academies and other public bodies came into force in April 2011. The Act strengthens and simplifies existing equality legislation and brings together existing duties not to discriminate on grounds of race, disability and gender which Academies are already bound to comply with, and it extends these to include duties not to discriminate on the grounds of the nine protected characteristics.

2.2 It places a requirement on governing bodies and proprietors of Academies to eliminate discrimination and promote equal opportunities, some of which they will already be doing. It will apply to Academy policies for tackling prejudice based bullying. Beamont Collegiate Academy staff and governors will take heed of the Act and ensure all types of bullying are recognised and acted upon.

3. Introduction

3.1 Beamont Collegiate Academy is committed to preventing all forms of bullying taking place. We will work hard to ensure that bullying plays no part in our community by proactively dealing with all pupils, their families and staff to eradicate and promptly deal with all reported incidents.

3.2 Bullying is a form of anti-social behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or

harms. This includes all forms of Cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in Academy. For some it can lead to serious and prolonged distress and long-term damage to social and emotional development.

3.3   This policy should be read in conjunction with the DfE guidance Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017

3.4   This Academy sees the issue of bullying as a serious matter.

4.   Purpose

4.1   The purpose of this policy is to reduce the incidence of bullying and create an environment in which **everyone feels safe, secure and respected.**

4.2   Accordingly, Beamont Collegiate Academy will ensure that a clear, uniform approach to dealing with all forms of bullying is adopted and regularly monitored.

4.3   We will also ensure anti-bullying initiatives are an integral part of the Citizenship/Assembly programme.

4.4   We will have Anti-Bullying initiatives and make sure the anti-bullying message remains high profile via student council, displays and noticeboards, PSHE, assemblies and the respect programme.

4.5   We will provide appropriate in-service training that deals with identifying and combating bullying for all staff.

4.6   The physical environment of the Academy will be closely supervised and be a place where pupils feel safe and secure.

4.7   Wherever necessary, we will enlist the help and active support of parents and outside agencies to deal with bullying.

5.   Bullying Defined

5.1   Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend themselves. It is distinct from random acts of aggression.

5.1   Bullying manifests itself in a number of ways

- Physical e.g. assaulting a person or property

- Verbal, e.g. name-calling or teasing

- Indirect i.e. damaging the reputation of the character of the victim or socially excluding them from games or conversation

- Cyber-bullying e.g. using technology particularly mobile phones and the internet, deliberately to upset someone else

5.2   Bullying affects the ability of a student to fully participate in and enjoy Academy life and it is both an equal opportunities issue as well as a disciplinary offence.

5.3   **Bully** – A person or group behaving in a way which might meet needs for status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by the behaviour.

5.4   **Victim** – A person or group that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

6.   Possible Signs of Bullying

6.1   All academy staff and parents are in a position to observe changes in the behaviour of a child, which may indicate that they are being subjected to bullying.

6.2   What to look out for:

- Damage to or losses of items of clothing, property, Academy work. If this occurs frequently then ask questions

- Are there signs of physical injuries, e.g. cuts, bruises, etc?

- Academic achievement is perceived to change in a negative way

- Playing truant or a reluctance to attend the Academy

- Being aware of children who register but fail to go to lessons

- A loss of weight which may mean money for meals has been given away

- An unhappy child who may not wish to go out at breaks or lunchtime

- A child who threatens to self-harm.

6.3 Staff and parents should also consider other behaviour patterns demonstrated by the victim, e.g. is the student conspicuously loud/quiet, is their behaviour appropriate when engaged in normal classroom interaction?

7. Dealing with Bullying

7.1 Staff at the Academy will encourage pupils to report any incidents of bullying in the Academy. They can do this through, tellus@bca.warrington.ac.uk, speaking to any member of staff.

7.2 Bullying is unacceptable behaviour. It happens in all schools and academies and many young people are involved at some time. This Academy is committed to creating a safe environment where young people can learn and thrive, can talk about their worries and are confident that an adult will listen and will offer help.

7.3 Parents/carers of both victim and perpetrator will be kept informed of our actions and follow-up procedures.

7.4 The Academy will record all incidents of bullying.

7.5 The Academy operates Restorative Justice Meetings as part of our approach to bullying.

8. Homophobic, biphobic and transphobic bullying

8.1 The Academy will take an active approach to tackle all kinds of bullying, including homophobic bullying and will follow the guidance in the publication, '*Safe to Learn: Embedding Anti-Bullying Work in Schools - Preventing and Responding to Homophobic bullying in schools'*

8.2 Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual transgender, questioning or Intersex (LGBTQI) people and can be experienced by;

- Young people who are or who are thought to be LGBTQI

- Young people who are different in some way and who may not act like others

- Young people who have gay friends or family or their parents/carers are gay

- Teachers who may or may not be LGBTQI

8.3   The Academy recognises that homophobic bullying looks like other bullying but may include;

- Verbal abuse
- Physical abuse
- Cyber-bullying

8.4   Staff will also challenge casual homophobic language and will ensure anyone who makes persistent remarks is sanctioned in accordance with the BCA behaviour policy

8.5   The Academy will ensure staff and pupils can openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. We will also make it clear to pupils that using any prejudice based language is unacceptable.

8.6   Whenever necessary the Academy will invest in specialised skills to help staff to understand the needs of their pupils, including those with Special Educational Needs and/or disability (SEND) and Lesbian, Gay, Bisexual and Transgender, Questioning and Intersex (LGBTQI) pupils.

8.7   We will also work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. We will work with other agencies and the wider community to tackle bullying that is happening outside the Academy.

9.   Cyberbullying and the Internet

9.1   The Academy will follow the DfE guidance on preventing and dealing with cyberbullying summarised in the document, '*Cyberbullying – A whole-school community issue.'*

9.2   The Academy will also follow the latest guidance on safe internet use and ensure all pupils are taught how to protect themselves when using the internet.

9.3   Staff will promote and develop a culture of confident technology users, to support innovation, e-safety and digital literacy skills.

9.4   To raise awareness of and tackle cyberbullying staff will ensure the whole Academy community understand and talk about cyberbullying.

9.5 We will also ensure policies and practices including Acceptable Use Policies are shared with all staff, pupils and parents/carers and make reporting cyberbullying easier by providing and publicising different ways of reporting it.

9.6 The Academy will promote the positive use of technology including e-safety and digital literacy and evaluate the impact of preventative initiatives by using surveys etc. to collect feedback.

10. Bullying by text message and mobile phones

10.1 Pupils will be warned about the need for care when giving out their mobile phone number.

10.2 A record will be kept of the date and time of any offensive messages and pupils will be encouraged to show bullying messages or images to a member of Academy staff.

10.3 Pupils who report bullying by text message either from mobile phones or via social media websites will be taken seriously.

10.4 The student's family may need to contact the police if the cyberbullying is serious and if a potential criminal offence has been committed

10.5 If such bullying is carried out on a persistent basis or if there is threat of violence, it will be treated as any other serious bullying incident

10.6 Malicious e-mails will be dealt with in the same manner

10.7 Pupils who take photographs or videos on their phones with malicious intent will be dealt with in the same manner

11:0 Peer-on-Peer Abuse
Peer-on-peer abuse features physical, emotional, sexual and financial abuse of a child/young person by their peers. Peer-on-peer abuse is often located within the neighbourhoods, schools, peer groups and families associated with the young people who are affected.

There are many forms of abuse that may occur between peers and these are described below and followed by sections giving advice and support on action to be taken in relation to both the victim and the perpetrator of the abuse.
It should be noted that there can be considerable overlap between these different types of peer-on-peer abuse.

11.1 Physical abuse (biting, hitting, kicking, hair pulling etc.)
Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be

many reasons why a child physically harms another and it is important to understand why a young person has engaged in such behaviour (including whether it has happened accidently) before considering the action or punishment to be undertaken.

11.2   Prejudiced Behaviour
The term prejudice related bullying refers to a range of hurtful behaviour, (physical, emotional or both) which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society. In particular, prejudices are to do with disabilities and special educational needs, ethnicity, cultural and religious backgrounds, gender, home life and sexual identity (homosexual, bisexual and transsexual).

11.3   Sexually harmful behaviour/sexual abuse (inappropriate sexual language, touching, sexual assault etc.)
Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, sexually touching another or sexual assault/abuse.

Decisions on whether sexualised behaviour is potentially harmful should be made with reference to the NSPCC framework and the Brook Traffic Light tool (https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool).

11.4   Cyber bullying
Cyberbullying includes the use of phones and computers/ electronics devices to harass threaten or intimidate someone and it can include: instant messaging; e-mail; chat rooms; or social networking sites such as Facebook and Twitter. It may constitute a criminal offence under the Sexual Offences Act 2003.

Outside of the immediate support young people may require in these instances, the school may have no choice but to involve the police to investigate these situations.

In cases of sexting the following guidelines should be consulted:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF

11.5   Initiation/Hazing
Hazing is a form of initiation ceremony that is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation because they all experienced it as part of a rite

of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

11.6   Bullying (physical, name calling, homophobic etc.)
Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:
- Imbalance of Power: Young people who bully use their power - such as physical strength, access to embarrassing information, or popularity - to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.
- Why are children and young people bullied?
  Specific types of bullying include:
    • bullying related to race, religion or culture
    • bullying related to special educational needs or disabilities
    • bullying related to appearance or health
    • bullying relating to sexual orientation

11.7   Responses

For the young person who has been harmed
The appropriate support required depends on the individual young person. It may be that they wish to seek counselling or one-to-one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends, in which case it is necessary that this young person continues to be monitored and offered support should they require it in the future.

If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PSHE that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour
In this circumstance it is important to find out why the young person has behaved in a harmful manner. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar

way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF /Early Help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice, for example making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one-to-one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service).

If there is any form of ongoing criminal investigation it may be that the young person cannot be educated on site until the investigation has concluded. In such circumstances the young person will need to be provided with appropriate support and education whilst off site. Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multi-agency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment/sanction in line with the school's behaviour and discipline policy.

11.8. After care
It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). Regular reviews with the young people following the incident(s) are imperative.

11.9 Preventative Strategies for Schools and Settings
For all schools and settings, it is important to develop appropriate strategies in order to prevent the issue of peer-on-peer abuse rather than manage the issues in a reactive way.

Most important for schools and similar settings is the recognition that peer-on-peer abuse can and will occur on any site, even with the most stringent of policies and support mechanisms. It is therefore important to continue to recognise and manage such risks and learn how to improve and move forward, with strategies to support young people, to talk about any issues and through sharing information with all staff.

Each school/setting should ensure there is an open environment where young people feel safe to share information about anything that is upsetting or worrying them. This can be strengthened through a strong and positive PSHE curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunity to be harmful to one another.

To enable such an open and honest environment it is necessary to ensure the whole workforce feels confident and enabled to talk about issues and challenge perceptions of young people including use of inappropriate language and behaviour towards one another. In order to create such an environment it is necessary for staff training and CPD to include attention to abusive behaviours and communicating with young people in a way that continues to create an open and honest environment without prejudice. It is incredibly important that staff do not dismiss issues as 'banter' or 'growing up' or compare issues to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action. If staff minimise the concerns raised it may result in a young person seeking no further help or advice.

It is important that signposting is available to young people in the event that they don't feel confident raising an issue to staff or a peer. It is useful to have a resource board with support services on a wide range of issues so young people can seek their own solutions should they wish to. In the same way external services or support programmes could be brought in to talk to young people about specific issues in support of the prevention of peer-on-peer abuse.

Finally, it is useful to ensure young people are part of changing their circumstances and that of the procedures within schools. Ensuring there is a pupil voice and encouraging young people to support changes and develop 'rules of acceptable behaviour' will go far in helping to create a positive ethos in school and one where all young people understand the boundaries of behaviour before it becomes abusive.

12. Bullying Prevention Strategies

12.1 **Staff charter** – The adult as a model:

12.2 Staff will not misuse a position of power to dominate the pupils in this Academy. We will avoid;
- Sarcastic comments
- Derogatory nicknames
- Dominating and humiliating behaviour

12.3 We will listen to pupils when they are willing to talk about bullying.

12.4 We will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'.

12.5   Staff will support the 'Behaviour Policy'.

12.6   Student Charter

Pupils will recognise each other's rights to;
- Be physically safe
- Keep their own possessions and money
- Be free from insults, derogatory terms and malicious teasing
- Be able to associate with other young people for companionship and friendship.

12.7   The culture of the Academy will encourage pupils to ensure the:
- Physical safety of others
- Security of everyone's personal possessions and money
- Freedom from hurt by name-calling, teasing and inclusion of all pupils in play and learning activities.

12.8   We aim to make anti-bullying initiatives an integral part of the curriculum for all Year groups. Where appropriate, staff will encourage discussion, group work and co-operative learning to demonstrate the importance of bullying issues.

12.9   We will strongly publicise the concept that bullying must never be kept a secret.

13.   Dealing with bullying

13.1   All incidents of bullying will be taken seriously and dealt with as quickly as possible. Staff will do all they can to support the victims of bullying and make it clear to the bully that this behaviour is not acceptable.

13.2   In dealing with bullying, Academy staff will not ignore it and not make premature assumptions.

13.3   Staff will listen to all accounts of the incident and adopt a problem-solving approach that encourages pupils to find solutions rather than simply justify themselves.

13.4   They will make regular follow-up checks to ensure that bullying has not resumed and ensure that all relevant personnel within the Academy (Assistant Principal/Progress Leader /SENCO) have been informed.

13.5   The incident will be recorded promptly on the appropriate form, as soon as practically possible after the incident and ideally within the day.

13.6   Incidents will be reviewed to identify pupils, type, style and location of bullying. This will enable the Academy to identify patterns and to develop appropriate action plans.

13.7   Punitive measures will be implemented as appropriate and in consultation with all parties concerned.

13.8   Liaison with the SENCO/Progress Leader/Tutor will be made to ensure there is targeted support to address the underlying issues.

14.   Procedure to support a student who has been bullied

14.1   The following steps should be taken when a pupil reports they have been bullied;

1. Talk to the pupil away from other pupils, but with other staff close by.
2. Listen to the pupil's account of the incident. And record down
3. Reassure the pupil that reporting the bullying incident was the right thing to do.
4. Make it clear to the pupil that she/he is not to blame for what has happened
5. Ideally, allow the pupil to write a statement or make a note of what the student said.
6. Explain that the pupil should report any further incidents to a learning or personal coach or other member of staff immediately.

14.2   Ask the pupil

1. What happened?
2. Whether or not this was the first incident, of not how many other incidents have there been.
3. Who was involved?
4. Where it happened?
5. Who saw what happened (staff as well as pupils)?
6. What the pupil has already done about it?

14.3   Depending on the severity of the incident, staff dealing with the incident must decide whether parents/carers ought to be contacted. The pupil should also be involved in this decision.

14.4   Ideally, the pupil should be given the time and appropriate accommodation to make a written statement which is jointly checked by them and a member of staff and where necessary amended to ensure clarity.

14.5   This information must be passed on as soon as possible to the Progress Leader and the Tutor should be informed.

14.6   It is usual to remove the accused bully and any witnesses from the site of the bullying as soon as possible to get them to write statements on their own about the incident. (It is recognised that some pupils will need assistance to write statements.)

14.7   Members of staff who witnessed the incident should be asked to write the relevant details down as soon as possible and give these to the staff investigating.

14.8   The victim should be consulted regarding their return to learning activity and where possible their views heeded.

15.   Supporting pupils who have been bullied

15.1   It is likely that Tutors or Teaching Assistants will work with these pupils, but it is essential that the pupils are fully supported during this traumatic time through appropriate contact with staff and with pupils.

15.2   Ultimately, the pupil must make the decision who they would like to speak to. Pupils will have access to a counsellor if they request this or if it is felt they should be referred. The Progress Leader /Tutor and SENCO will work with them and their parents/carers to decide what level of support is needed.

15.3   The pupil's own peers could have an important role in acting as counsellor or mediator. This will be an additional strategy available to support the student if deemed appropriate.

16.   Pupils who have bullied

16.1   It is also important for the bully to receive counselling and monitoring, to prevent further incidents. Often, bullies themselves have previously been victims. Usually their Tutor or a teaching Assistant will carry out this role and talk to the pupil about how things are going, their progress and friends.

16.2   Staff will;

1. Ask why they acted as they did.
2. Make sure they understand that what they did constitutes bullying and that it is wrong and it makes other people suffer.
3. Discuss with the pupil how to behave appropriately with others without bullying.

4. Give the pupil positive feedback and encouragement for the times when she/he is being kind and considerate to others.
5. Inform and involve parents/carers when appropriate.
6. If appropriate, there could be a meeting between the victim and the bully to enable the bully to apologize and explain why they acted as they did i.e. a process of restorative justice.

17.   Reporting and recording incidents

17.1   Bearing in mind the seriousness of bullying incidents it is imperative that all incidents be:
- Promptly dealt with
- Verbally reported to a Progress Leader, Pastoral Support Assistant or Vice Principal well before the end of the day

17.2   The Academy Incident Report is attached as Appendix 1.

18.   Monitoring, Evaluation and Review

18.1   The Governing Body will review this policy at least every two years and whenever there is a change in legislation or guidance and assess its implementation and effectiveness.

18.2   The policy will be promoted and implemented throughout the Academy.

This policy is to be used in conjunction with the following advice

- Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017

- Keeping children safe in education, September 2016

- School support for children and young people who are Bullied March 2014

- Cyberbullying: Advice for Headteachers and school staff November 2014.

APPENDIX 2

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DEPARTMENT FOR EDUCATION ADVICE: PREVENTING AND TACKLING BULLYING

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ADVICE FOR ACADEMY LEADERS, STAFF AND GOVERNING BODIES

What does the law say and what do I have to do?
Every school must have measures in place to prevent all forms of bullying.

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

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

The Equality Act 2010
The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is 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 covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

• eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act

• advance equality of opportunity between people who share a protected characteristic and people who do not share it

• foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

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'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a

range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal law
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that 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, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises
Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable". This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for Headteachers and school staff' – see further sources of information below.

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. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be

physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Cyber-bullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to the Childnet International link under 'further resources'.

Dealing with bullying
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. 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. There is no single solution to bullying which will suit all schools.

Prevention
A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.
Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

Intervention

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources for schools to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Successful schools also:
• involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home

• involve pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders

• regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

• implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable

• openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice based language is unacceptable

• use specific organisations or resources for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying

• provide effective staff training. Anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils

• work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school

• make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying

• create an inclusive environment. Schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
• celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

School's accountability
Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The revised Ofsted framework which came into force in January 2012 includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies.