

# Anti-Bullying & Discriminatory Incident Guidance

September 2007



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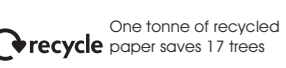
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published by Haringey Council's Communications Unit 18749 • 09/2007

www.haringey.gov.uk



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# Introduction

**Bullying and discrimination are persistent and challenging issues. Addressing them requires the full commitment and co-operation of staff, children and young people, governors or their equivalents, parents/carers, and all partners. This guidance has been produced to assist schools and services in meeting the challenges of tackling bullying and discrimination and supporting children and young people involved in it.**

It provides:

1. detail on signs, symptoms and forms of bullying and discrimination;
2. guidance on developing an anti-bullying and discriminatory incident policy;
3. advice on implementing strategies to reduce incidents and support children and young people;
4. information on relevant laws and statutory duties;
5. contact details for services and agencies within Haringey that provide advice and information; and
6. an extensive list of useful websites.

# Bullying - signs and symptoms

Recent research indicates that children and young people find it hard to tell someone that they are being bullied. It is the responsibility of adults to make themselves and others aware of what is happening. Adults who spend time with children and young people are in a good position to notice changes in behaviour, and they should be alert to signs that bullying may be taking place.

However, the reasons why we as individuals behave as we do depends on many factors, and an individual's behaviour may change for a variety of reasons. Bullying is **one** reason why behaviour can change. Adults will therefore need to treat and investigate the matter with sensitivity. The following **may** indicate that a child or young person is being bullied:

- becomes moody, withdrawn, uncooperative or aggressive;
- reverts to behaving in more immature ways, e.g. thumb-sucking/wetting the bed;
- the development of sleep or appetite problems;
- difficulty in concentrating;
- deterioration in academic performance;
- torn/missing clothing and damaged books;
- the appearance of cuts/bruises/scratches without a clear explanation of how these have happened;

- flinching;
- attempting or threatening suicide or running away;
- truanting; giving excuses for not going out/to school;
- avoidance of certain days/ lessons;
- wish to change routines such as the journey to/from school;
- dinner or other monies continually 'lost'; stealing money or asking for additional money; and
- complaints of feeling unwell for no apparent reason.

It must be remembered that some victims of bullying do not appear to exhibit any of these signs, and that these signs may also indicate that something other than bullying is happening in the lives of these young people.

# Forms of discrimination and bullying

## Racial Discrimination/Bullying

Racially motivated discrimination, harassment and bullying are harmful and distressing. The term is used to mean all those actions and practices by a person or group of people, directed at one or more individuals consciously or unconsciously, which:

- are unwanted, cause humiliation, offence or distress; and
- focus on or are motivated by a person's race, colour, nationality, religion, ethnic or national origin.

It may range from an extreme event such as physical assault, property damage or arson to the more common, less serious forms of behaviour and attitudes which nevertheless create an intimidating and negative living environment for those it is directed against.

Examples of racial harassment include:

- physical assault because of race, colour, ethnicity;
- derogatory name-calling, insults and racist jokes;
- racist comments;
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc.;
- racist graffiti;
- reading racist materials such as leaflets, books or magazines;
- Property damage or arson; and
- Provocative behaviour such as wearing racist badges or insignia.

Racial harassment can cause a person to feel humiliated, embarrassed or angry. It can cause stress, ill health and fear. It is particularly distressing as racial origin is often a key part of one's sense of identity, and affects not just the intended victim but also other members of the group or community. Repeated harassment may lead to severe distress, making life intolerable.

## Sexual Discrimination/Bullying

Sexual discrimination, harassment and bullying are harmful and distressing and almost exclusively directed consciously or unconsciously at girls or women. All women, irrespective of age, sexuality, physical appearance or disability, can be subjected to this form of discrimination. It covers a wide range of offensive behaviour that focuses on or is motivated by a person's gender or sexuality – actions or practices which are unwanted, objectionable and which cause offence or distress.

Sexual discrimination and bullying may range from an extreme event such as sexual assault, to the more common, less serious forms of behaviour and attitudes which nevertheless create an intimidating and negative environment for those it is directed against. It may involve unwanted physical advances and touches, sexual comments, looks, suggestions and jokes that cause distress and annoyance. Many people find pornography and the presence of visual material that depicts girls or women as sexual objects deeply offensive. It can cause the person to feel humiliated, embarrassed, threatened or angry.

Repeated harassment may lead to severe distress, making girls or women's lives intolerable and causing them to stay away from school, work, or any other setting in which they fear harassment may take place.

Examples include:

- name calling and verbal abuse;
- physical assault and the threat of physical assault;
- requests for sexual favours;
- threatening behaviour and comments; and
- sexual assault, rape and attempted rape.

## Homophobic Discrimination/ Bullying

Homophobic discrimination, harassment and bullying involve the targeting of individuals on the basis of their perceived or actual sexual orientation. Young people are singled out for abuse for not conforming to a perceived dominant masculine or feminine gender image or if the perceived or actual sexual identity/orientation of their parent/carer does not conform to such images. Sexist and homophobic terms form a large part of playground banter, and this serves to create a negative and intimidating atmosphere for young people who are or are perceived to be lesbian, gay, bisexual or transgender.

Many lesbian, gay, bisexual or transgender young people experience bullying and discrimination at school and at home. Behaviour associated specifically with homophobic bullying and discrimination includes:

- the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread casual pejorative use of the word 'gay';
- spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted;
- exclusion from social groups, isolation and rejection; and
- in extreme cases, sexual assault or physical attack.

## Disability Discrimination/Bullying

Discrimination, harassment and bullying of young people with a disability is harmful, distressing and unacceptable. In addition to direct bullying or harassment, a failure to take due consideration of special needs caused by physical or sensory impairment, mental illness or learning difficulties can also constitute discriminatory behaviour. Some young people with a disability are easy to provoke into behaviour that will get them punished; others find it difficult to understand social rules. Perpetrators may take advantage of this to provoke or otherwise set up inappropriate behaviour which leads to the child or young person being punished or ridiculed.

Examples include:

- deliberate acts to cause inconvenience;
- name calling and mimicry; insensitive language;
- deliberately excluding young people with disabilities;

*Continued on the next page.*

# Forms of discrimination and bullying

- threatening behaviour and comments;
- violent behaviour; and
- victimising someone for having additional support.

## Religious Discrimination/Bullying

Discrimination against young people on religious grounds, either consciously or unconsciously, can involve unacceptable behaviour, insensitive language, name calling, and talking and gossiping about a person's beliefs and practices. In some circumstances young people of certain religions may be blamed for many of the world's existing problems. It must be remembered that for many ethnic groups religious beliefs are part of that community's cultural identity and have specific links to their way of life, and this makes religious discrimination and bullying particularly distressing.

Examples include:

- Islamophobic, anti-Semitic name calling and mimicry;
- Islamophobic, anti-Semitic graffiti;
- Isolation through fellow children and young people refusing to co-operate because of their religious beliefs or practices;
- physical assault because of religion, race, colour, ethnicity;

- derogatory name-calling, insults and jokes about religious beliefs and practices; and
- ridicule of an individual for cultural differences, e.g. food, music, dress, etc.

## Bullying/ Discrimination of Looked After Children

Discrimination, harassment and bullying against young people in care, especially those who live in residential care, is very prevalent. These children and young people are particularly vulnerable to bullying behaviour because their home/family life is outside the experience of most of their peer group. Furthermore, children in residential care are often subject to bullying within residential care homes.

Since bullying is an issue that affects such a high proportion of children in care, it is something that all those who are entrusted with their welfare should be particularly vigilant about. Where a child in care experiences or is involved in bullying, all concerned adults should be informed and actively involved in working together to support the child and take action to stop it.

## Cyber-bullying

The advent of mobile, internet and wireless technologies provides increasing opportunities for misuse through 'cyberbullying'. Cyberbullying adds new dimensions to the problem of bullying in that it can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable. Research commissioned by the Anti-Bullying Alliance from Goldsmiths College, University of London, identifies seven categories of cyberbullying:

1. *Text message bullying* involves sending unwelcome texts that are threatening or cause discomfort.
2. *Picture/video-clip bullying via mobile phone cameras* is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
3. *Phone call bullying via mobile phone* uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.

4. *Email bullying* uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
5. *Chat room bullying* involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
6. *Bullying through instant messaging (IM)* is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
7. *Bullying via websites* includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

# Developing and implementing an anti-bullying and discriminatory incident policy

Anti-bullying and discriminatory incident policies:

- need to involve all members of the school or setting community - children and young people, governors or their equivalents, all staff (including those who do not work directly with children and young people), and parents/carers;
- should detail strategies to be followed, systems to ensure effective implementation, and monitoring arrangements; and should be regularly reviewed, preferably on an annual basis.

The DCSF Anti-bullying pack *Don't Suffer in Silence* helpfully identifies four stages to implementing an effective policy.

## Stage 1 — Awareness-raising and consultation

A policy will only be effective if everybody has discussed and understood the problem of bullying and discrimination, and agreed on good and bad practice. Awareness-raising helps people understand the problem and agree definitions of bullying and discrimination. Although you could use the definitions provided in this policy and guidance, developing your own will promote useful discussion.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Back up questionnaires with meetings and opportunities for discussion. Provide children and young people with a copy of the draft policy and devise activities around it. Encourage them to discuss the draft policy with their parents/carers.

A working party can help with formulating the draft policy. Family members, governors or their equivalents, lunchtime supervisors, community police officers, educational psychologists and educational social workers may offer valuable perspectives. Such working parties need careful management and strong leadership. Schools and services which involve children and young people have found their suggestions practical and sensitive to the positive ethos of the school or service. Support is also available through local healthy schools programmes under the National Healthy Schools Standard to develop a whole-school approach to tackling bullying.

The agreed policy should be short, succinct and written in language that everyone understands. It should include:

1. Definitions of bullying and discrimination, including racist, sexist, religious, disability and homophobic bullying/discrimination
2. Aims and objectives
3. Procedures to follow — who to tell, how to record incidents, sanctions
4. Intervention techniques, curriculum support, training policy, play policy (depending on resources)

The anti-bullying and discriminatory incident policy should dovetail with other relevant policies including the behaviour policy and the race equality policy. It should be clear what the sanctions are for discrimination and bullying and in what circumstances they will apply. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying or discrimination.

## Stage 2 — Implementation

Senior management should give a clear lead so staff know what to do when an incident is reported. They need to act consistently. An anti-bullying and discrimination policy launch involving the whole school or setting may help.

There are many opportunities to promote the policy, including during assemblies and collective worship. Tutorials, projects, role-plays or stories can indicate what children and young people can do to prevent bullying and discrimination. Literature, historical events or current affairs might be chosen to reinforce the anti-bullying and anti-discriminatory approach.

Direct action should remind children and young people that all forms of bullying and discrimination are unacceptable and will not be tolerated. Damage, injury or theft and other incidents demand a serious response. Involving parents/carers early is essential, and they might wish to involve the police as necessary. Keep accurate records of incidents — and the school or setting's response — to help with proceedings and protect the school or setting from legal action. Submit incident data to the Children and Young People's Service in line with the guidance in section 11 of the *Haringey Local Safeguarding Children Board Anti Bullying and Discriminatory Incident Policy Framework*.

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# Developing and implementing an anti-bullying and discriminatory incident policy

It is essential to follow up after an incident to check that the bullying or discriminatory behaviour has not started again. Do this within two weeks, and again within the following half term. Immediately after intervention, the behaviour is likely to stop. However, research shows bullying can be very persistent and may recur. If children and young people expect follow-up, they are unlikely to start bullying again.

## Stage 3 — Monitoring

Monitoring by a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept, and who should have access to them.

It is essential to follow up the launch of a policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, children and young people new to the school or setting need to be made aware of the policy.

## Stage 4 — Evaluation

Schools and services should analyse their records of bullying and discriminatory incidents on a regular basis. This will provide a picture of the frequency and nature of incidents and give some indication as to how effectively the school or service is combating such behaviour. For schools, this exercise could be done via Governors meetings when reporting on the number of incidents that have taken place over the term.

Seek feedback from children and young people, staff, parents/carers and governors. On the basis of this feedback and the incident data, update the anti-bullying and discriminatory incident policy, and implement strategies to tackle issues identified. Examples of strategies that could be implemented include:

- Where the records show (or children and young people express a concern) that a high proportion of bullying takes place in certain areas/ at certain times of day, deploy extra staff to monitor behaviour in these areas/ at these times.

- Where the records show a high number of discriminatory incidents of a particular type (e.g. homophobic, Islamophobic), consider means of addressing this through the curriculum.
- Consider implementing programmes to improve the behaviour of the most persistent perpetrators.

With specific regard to bullying, schools typically find that after one year:

- Staff are more vigilant and responsive to bullying.
- Fewer pupils report being bullied or that they bully others.
- More pupils say they would not join in bullying someone else.
- More pupils would tell a member of staff if they were being bullied.

Sometimes all indicators are positive, sometimes results are mixed. Awareness-raising increases

children and young people's understanding of bullying, and makes them more likely to report incidents. Evidence from schools shows that there may even be a temporary increase in reporting. In primary schools, bullying is usually reduced within the first year of implementation. It may take longer (two or three years) in secondary schools. In the long term, change should be positive if schools continue to work through the process.

# Practical strategies for reducing incidents and supporting children and young people

An effective anti-bullying and discriminatory incident policy cannot be purely reactive, and the importance of preventative measures cannot be overstated. There is a range of strategies schools and settings can employ to prevent bullying and discrimination and support children and young people involved in it. Some of these are detailed below. Contact details for services that can provide training, guidance and support in implementing strategies can be found in section 8.

Listening to and actively involving children and young people is key to the success of any strategy. Haringey children and young people have identified the strategies they believe are most successful in tackling bullying and discrimination. Please see Appendix A for details.

## Emotional Literacy

Creating an ethos of emotional literacy and a restorative approach to solving conflict and issues of bullying and discrimination is a long term process that can take 3 -5 years to establish. One element of this is to use, for example, drama, role-play and novels within the formal curriculum to help students understand the feelings of children subjected to bullying and discrimination and to practise the skills to avoid bullying.

Audits of the views of staff, parent/carers, children and other stakeholders are necessary to begin this work. There are many examples of good work on the internet. An Australian website, <http://cms.curriculum.edu.au/mindmatters/resources/download.htm>, has lots of downloadable materials for use. Kidscape and Childline also

have useful materials, including a wealth of resources for working with perpetrators.

## Circle Time

Circle time can be used in both Primary and Secondary schools to promote social harmony and to reduce incidents of bullying and discrimination. This method will also allow children to tackle the problems themselves as they arise and it encourages group cohesion.

## Using the curriculum and relevant programmes to address issues of bullying and discrimination

Research has shown that both victims and perpetrators suffer as a result of discrimination and bullying, and tend to have low self-esteem. A recent study published by David Farrington illustrates the circular nature of bullying. His study of male bullies shows that boys who bully in school are more likely to become domestic bullies in the home and produce children who will go on to become violent.

There are many useful publications available. The most useful materials are those that promote emotional literacy and restorative practices. The DCSF launched SEAL (Social and Emotional Aspects of Learning) in primary schools in May 2005 and in secondary schools in April 2007. This is a whole school programme to address all aspects of emotional well-being.

Anti-bullying and discrimination education should take place throughout the school in PSHE and Citizenship lessons, Circle Time, assemblies and drama. In non-school settings, consideration

should be given to addressing bullying and discrimination through relevant programmes. Children and young people should be taught about bullying and discrimination within the framework of relationships. Teachers and service staff should aim to:

- clarify what is meant by 'friendship';
- consider a range of problems arising from friendship;
- consider a range of alternatives in coping with these problems;
- consider attitudes towards bullying and being a victim;
- consider strategies open to the victim and to the bully; and
- raise awareness of the school policy on bullying and discrimination.

Children and young people should be taught about assertiveness as a possible and useful alternative when dealing with difficult situations. Staff should aim to:

- help children and young people to understand that there are a wide range of ways to react to stressful situations;
- make children and young people understand the terms, 'aggressive', 'assertive' and 'passive';
- allow children and young people to practise assertiveness skills; and
- organise children and young people to work in small groups to encourage personal involvement.

## Friendship Stops

Many primary schools have created Friendship Stops to support positive behaviour in the playground. These are special places where students can go to feel safe, relaxed and cared for. Children can use them to find friends to play with or as a place to go when they have a problem with which they need help.

Specially appointed Playground Squads of students often help to support the adults on duty at break times. They add invaluable ears and eyes as well as acting as approachable links.

## Buddying/ E-Buddying

The aim of a buddying scheme is to train up older students with the skills to partner up with younger students at times of Key Stage transition. The buddies are trained in listening and communication skills, and can then befriend/partner a younger student and guide them through the first few months of the next phase of education. Examples of good practice can be found on the internet. Any school that wishes to develop a buddying system can obtain support and training from the Educational Psychology Service.

One aspect of current developments is to support children in a variety of ways using a buddying system on the internet. For further advice and support on this, contact National Strategy ICT Consultants.

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# Practical strategies for reducing incidents and supporting children and young people

## Peer Support Systems

“Research into the causes of bullying suggests that peer pressure can sometimes turn a group of normally decent, caring young people into a callous mob” (*Andrew Mellor, 2006*). However, peer pressure does not have to be negative and schools and services are developing many different peer support schemes which can harness the positive skills and good will of young people. There are many variations of this (three of which are detailed below) but all the successful schemes have the support of all sections of the school or service community, and provide high quality training and on-going support to volunteers.

Organisations such as Childline and the National Children’s Bureau (NCB) can provide information about setting up peer support systems in schools. Alternatively, the Educational Psychology Service can provide support and training.

## Peer Mediation

This involves children and young people helping their peers to resolve conflicts. Children and young people who are trained as peer mediators learn vital skills in communication, negotiation, understanding and problem solving. Peer mediation works by allowing children and young people to act as mediators in disputes without resorting to help from staff. This empowers children and young people and develops their sense of community and co-operation.

## Peer Mentoring

A peer mentoring scheme is an excellent way to help prevent and tackle the problem of bullying by teaching children that action should always be taken when bullying occurs. Peer mentors can be identified by wearing special identifiable clothing and can help resolve conflict between students, act as mentors to younger children and report incidents of bullying to staff following training in assertiveness. Schemes already underway have shown that many children and young people prefer to talk to these older students than go to a teacher. Peer mentoring will help children to take responsibility for their own actions, foster a more co-operative atmosphere and ensure that children feel a sense of team work and togetherness.

## Circle of Friends

Circle of Friends is an inclusive approach to meeting the emotional and behavioural needs of children who are isolated by their aggression and anger, through being different, disabled or new to the school or community. The ‘Circle of Friends’ approach works by mobilising the young person’s peers to provide support and engage in problem solving with the person in difficulty.

## Children in care: How to encourage reporting

For obvious reasons, many children in care have very little trust in adults. Any worker with a child in care has an extremely important role to play in enabling the child to report bullying if it happens to him/her, or if he/she sees it happening to another child.

When allegations or instances of bullying or discrimination occur, key workers can help to advocate for a child with teachers, youth workers, other relevant professionals and the child’s foster carer. In such situations, what is required of key workers, social workers and foster carers is to:

- ensure that the child is listened to and responded to appropriately;
- ensure that staff of other organisations (e.g. Designated Teacher, Learning Mentor) are aware of the particular circumstances of that child (as appropriate); and
- be aware of the general problems and needs that looked after children may have, and constructive ways to address them.

Here are some ways that can help to make it more likely that a looked after child will report bullying:

- Showing that his/her opinion is important by actively asking for it on a regular basis, particularly about things that affect him/her.
- When she/he expresses an opinion, listen. You may not agree with it, it may be offensive to you, but try to respond calmly and in a way that proves you have really listened to what she/he said.
- Never suggest to a child that kids who get bullied are weak, that bullying is “part of growing up”, “a harmless bit of fun” or “nothing serious”. If you hear a child that you work with or one of his/her friends saying something like this, challenge them and try to talk to them about the reasons that bullying happens and the consequences for kids who

get bullied Try to get them to discuss it with you.

- If a child in care is being bullied or bullying, make sure that the situation is dealt with fairly, that she/he understands the reasons behind any action taken and that wherever possible he/she is involved in planning and carrying out follow-up action.
- In a residential care setting, it is very important to ensure that you ask all the children living there their opinions and are seen to treat them in an even handed way so that they feel equally valued.
- Where a child is in foster care and there are other children in the placement family, it is also extremely important to be even-handed in order to avoid resentment. This is particularly true for the adult carers, but it is also true for a key worker. Seeking to address any unfair treatment that the foster child may complain of with the child and their carers is important. Also, seeking to actively acknowledge and involve any other children in the family so that they feel fully involved is important for fairness and keeping a whole view.

# Legal Responsibilities and Guidance for Schools and Services

## s.61 Schools Standards and Framework Act 1998

Under this Act headteachers are required to draft a written policy on measures to prevent all forms of bullying among pupils. The headteacher must then publicise the measures determined in the following ways:

“(a) s/he shall make the measures generally known within the school and to parents of registered pupils at the school; and

b) s/he shall in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons employed, or otherwise engaged to provide their services, at the school.”

## s.175 Education Act 2002

Schools and local education authorities (LEAs) are under a legal duty to safeguard and promote the welfare of children under s.175 *Education Act 2002*. The DfES has issued guidance as to how this duty applies (DfES/0027/2004 *Safeguarding Children in Education*).

The guidance provides that schools and LEAs are required to have arrangements in place for carrying out their functions with a view to safeguarding and promoting the welfare of children. S.175 requires two types of arrangements to be made:

- to take all reasonable measures to ensure that risks of harm to children’s welfare are minimised; and
- to take all appropriate action to address

concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

The guidance states that ‘safeguarding’ covers more than the contribution made to child protection in relation to individual children. *‘It also encompasses issues such as pupil health and safety and bullying’* (Part 1, para 15, DfES/0027/2004 *Safeguarding Children in Education*).

## Children Act 2004

This act places a statutory duty on local authorities to make arrangements to promote co-operation between agencies working with or on behalf of children and young people, with a view to improving the wellbeing of children and young people within the authority’s area.

The act gives ‘wellbeing’ a specific legal meaning in terms of the ‘Five Outcomes’. This meaning is fleshed out through the Every Child Matters Outcomes Framework, which provides specific aims, targets and indicators for each outcome. Key aims and indicators under the ‘Stay safe’ and ‘Make a positive contribution’ outcomes give agencies an obligation to work to reduce bullying and discrimination.

### **Stay Safe**

Key aim: “Children and Young People are safe from bullying and discrimination”

Key indicator: “percentage of 11 to 15-year-olds who state that they have been bullied in the last 12 months”

### **Make a positive contribution**

Key aim: “Children and Young People develop positive relationships and choose not to bully or discriminate”

Key indicator: “percentage of 10 to 19-year-olds admitting to (a) bullying another pupil in the last 12 months, and (b) attacking, threatening, or being rude due to skin colour, race or religion”. (In Haringey, our policy is not limited to racial and religious discrimination but rather includes discrimination in all its’ forms).

## Race Relations (Amendment) Act 2000

This act, which amends and strengthens the 1976 Act, places a general duty on public authorities (this includes Governing bodies and schools and local authorities) to have due regard to the need:

- (a) To eliminate unlawful discrimination; and
- (b) To promote equality of opportunity and good race relations between persons of different racial groups.

This general duty is enforceable by the Commission for Racial Equality (CRE) and the courts. Any failure on the part of a school or setting to deal with racial discrimination or bullying could be a potential breach of this duty.

Under the Act, the Local Authority has a statutory requirement to annually provide the Audit Commission with data on the number of racist incidents that were reported and resulted in further action. This requirement applies to all council services, including schools. Failure to comply with this requirement would be picked up by the Audit Commission and, where relevant,

OfSTED. In Haringey, we have broadened the requirement to report incidents to include all forms of bullying and discriminatory incidents.

## The Employment Equality (Sexual Orientation) Regulations 2003

These regulations require employers, including the Children and Young People’s Service and Governing bodies, to protect all employees from discrimination, harassment or victimisation on the grounds of their actual or presumed sexual orientation. This provides a legal impetus for schools and settings to challenge homophobia. The Regulations ban discrimination on the grounds of sexual orientation in employment and in vocational training.

## The Employment Equality (Sex Discrimination) Regulations 2005

These regulations require employers, including the Children and Young People’s Service and Governing bodies, to protect all employees from discrimination, harassment or victimisation on the grounds of their sex. This provides a legal impetus for schools and settings to challenge sexism. The Regulations ban discrimination on the grounds of sex in employment and in vocational training.

## Disability Discrimination Act Part 4 (as amended by the Special Education Needs and Disability Act 2001)

This requires the responsible body of a school to make reasonable adjustments to policies,

*Continued on the next page.*

# Legal Responsibilities and Guidance for Schools and Services

procedures and practices that place disabled pupils at a substantial disadvantage in comparison with their non-disabled peers.

## Human Rights Act 1998

Head teachers and heads of services will need to satisfy themselves that their policies comply with the Human Rights Act 1998. The act incorporates into UK law the *European Convention for the protection of Human Rights and Fundamental Freedoms (ECHR)*. All public authorities must act in compliance with Convention rights (s.6 HRA 1998) and all legislation must be interpreted to comply with them. If a public authority acts in a way which is incompatible with a Convention right, the victim may take legal action against that authority. The term 'public authority' includes local authorities, and governors and headteachers of schools.

There are two rights particularly relevant to bullying and discrimination:

1. Article 3 of the *ECHR* states: 'No one shall be subjected to torture or to inhuman or degrading treatment or punishment'. Where a school or setting consistently fails to protect a child from bullying by another child or a staff member, this could constitute a failure to uphold a child's right under Article 3.
2. Article 8 of the *ECHR* states: 'Everyone has the right to respect for his private and family life, his home and his correspondence'.

## Ofsted

As part of their evaluation of a school, Ofsted inspectors are required to look at the school's arrangements for tackling discrimination and promoting equality of access to the curriculum and high achievement for all. One of the stated criteria of good practice is that the school has a clear policy through which it monitors discriminatory incidents.

Under the new inspection framework, school inspections examine schools' contributions to pupil well-being and how they fulfil their role in meeting the five national outcomes for children and young people identified in Every Child Matters. In addition, the new emphasis on self-evaluation expects schools to routinely gather and analyse more data to inform practice and response.

In carrying out a review of the current anti-bullying and discriminatory incident policy, or in the development of a new one, schools and services may identify areas that require staff training, either in terms of groups of staff, or on a whole-school level. These may include:

- positive behaviour management;
- circle work;
- peer mediation;
- resolving conflict;
- managing potentially violent situations;
- child protection;
- the No-Blame/Support Group approach to bullying;
- using rewards and sanctions;
- developing policy/guidelines;
- assertiveness training;
- setting up recording/incident monitoring systems;
- approaches to discrimination – racial, sexual, homophobic, religious, disability;
- aspects of PSHE;
- setting up a discipline plan;
- training for lunchtime supervisors; and
- children in Care and bullying – special considerations.

# Training issues

Details of training on offer from the Children and Young People's Service through the Continuing Professional Development programme can be found in the Inset handbook (copies of this are sent termly to schools), or by contacting the PDC on 020 8489 5020. The contacts listed in the following section may also offer training.

## Useful contacts in Haringey

The following agencies provide advice, information, and in some cases resources and training on dealing with bullying and discrimination. Some of the organisations listed below also offer support to individual children and young people and their families. Note that as of January 2007, referral systems for many of these services have been replaced by a Children's Network-based common referral system. For details please see the document entitled 'Moving the Children's Networks Forward: Building the Team Around the Child'.

### Head of Children's Network South & Lead Officer for Safeguarding

Jan Doust: 020 8489 3150  
jan.doust@haringey.gov.uk

### Education Psychology Service (EPS)

Educational psychologists apply psychological principles, methods and techniques to help parents/carers, teachers, schools and the Children and Young People's Service increase the effectiveness of teaching and learning especially for children causing concern. They work in collaboration with parents/carers, pupils, school staff and other professionals to identify, assess and address the needs of children and young people as early as possible. The work of the team is supervised and monitored and subject to quality assurance measures to ensure high standards are achieved.

In relation to bullying and discrimination, EPs can:

1. Provide training and advice for schools in developing strategies aimed at reducing bullying and for supporting the victims of bullying, developing a "Restorative School" and behaviour management strategies;
2. Provide advice on strengthening the skills of all school staff to build capacity to manage behaviour and include children with challenging behaviour;
3. Provide training for pupils in peer support strategies, e.g. peer mentoring and mediation;
4. Support school and settings in the review, development and evaluation of whole school policies, procedures and processes; and
5. Support schools and settings in developing the emotional literacy of pupils, e.g. Social Emotional Aspects of Learning curriculum (SEAL)

For further information contact Yvonne Wade on 020 8489 3097, or email [yvonne.wade@haringey.gov.uk](mailto:yvonne.wade@haringey.gov.uk). The service is based at 48 Station Road, Wood Green, N22 7TY.

### Education Welfare Service (EWS)

Terry O'Reirdan: 020 8489 3872  
[terry.o'reirdan@haringey.gov.uk](mailto:terry.o'reirdan@haringey.gov.uk)

The Education Welfare Service supports good school attendance and high standards of pupil welfare. We work with:

- Schools

- Pupils
- Families.

We can give advice on matters relating to child protection and bullying. We will also work with pupils who are finding it difficult to attend school and help them to build up regular attendance.

### Behaviour Support Team (Primary)

The purpose of the Behaviour Support Team (BST) (Primary) is to support inclusion of children in mainstream primary schools by working with school staff, children, parents/carers and as part of a multi-agency team.

The strategic aims of the team are:

1. to support staff across each school in developing and implementing a range of strategies for including children at risk of exclusion and disaffection;
2. to monitor children's progress and provide advice to staff, where this is stipulated on their Statements of Special Educational Needs;
3. to provide support to schools causing concern or with issues around children's attitudes and behaviour in order to ensure that effective systems are in place to meet the needs of children identified as having social, emotional and behavioural difficulties (SEBD); and
4. to work as part of a multi-agency team serving the three Children's Networks to achieve the Five Outcomes for Children

To achieve the above, intervention is delivered in

a variety of ways – whole school level, whole class level, group work, one-to-one support for children, support for individual staff/groups of staff and targeted support from the team's special needs assistants. The team also provides high quality central and school-based training for staff in relation to the inclusion of all children, and, in particular, children identified as having SEBD.

The BST supports schools in reviewing their Anti-Bullying and Behaviour Policies. We also provide central and school-based training on practical intervention programmes and tested strategies for raising awareness and dealing with issues around bullying and discrimination through individual, group work, and using whole class Circle Time. We also carry out audits, children and adult questionnaires and whole school and class assemblies. When a parent/carer contacts us regarding any incidents (or perceived incidents) of bullying and/or discrimination, we will pass on the information to the school (sometimes we may need to inform other agencies) and ensure that the matter is dealt with in an appropriate way.

Contact details: The Behaviour Support Team (Primary), The Professional Development Centre, Downhills Park Road, London N17 6AR. Tel: 020 8489 5021. Fax: 020 8489 5001. Email: [bernadette.igboaka@haringey.gov.uk](mailto:bernadette.igboaka@haringey.gov.uk)

### Behaviour Support Team (Secondary)

Haringey Behaviour Support Team (Secondary) (HBST) works within the framework of the Haringey children and young people's plan

*Continued on the next page.*

## Useful contacts in Haringey

'*Changing Lives*' and adheres to the vision put forward by the '*Every Child Matters*' agenda that children and young people have a right to:

1. be healthy
2. stay safe
3. enjoy and achieve
4. make a positive contribution
5. achieve economic well-being

A major focus of the work of the HBST (Secondary) is to advocate for Haringey's most vulnerable young people in order to get the support that they need and for them to be able to enjoy the same opportunities that other young people in Haringey enjoy. The aim of the team is primarily to reduce exclusions and to promote inclusion in all Haringey Secondary Schools. In order to achieve this aim, we work with students and staff to explore systems and strategies which will support the inclusion of all students.

We aim to increase the skills, confidence and emotional awareness of students through group work and individual work. Within this, we work alongside school staff to teach the young people strategies for managing their own behaviour. At the same time, we aim to work with staff to increase their skills, confidence, strategies and systems to manage the behaviour of challenging classes or individuals.

We offer training for staff to raise awareness of the issues of bullying and discrimination. We also offer advice and support to schools to help develop a whole school inclusive ethos which incorporates effective systems and strategies for dealing with bullying and discrimination at every level.

HBST (Secondary) can be contacted at The Professional Development Centre, Downhills Park Road, London, N17 6 AR.  
Tel: 020 8489 5036 Fax: 020 8489 5001  
Mob: 0797 634 6056  
Email: annie.mcgowan@haringey.gov.uk

### PSHE/Citizenship/Participation Team

The core role of the team is to provide advice, training and support for teachers and support staff in schools and youth settings in the provision of effective personal, social and health education and active citizenship education. The team also plays a role in guidance and quality assurance for Healthy Schools, and monitoring and support of strategy for pupil participation and a youth voice in schools, youth settings and wider structures.

In relation to bullying, the team can offer:

1. Teacher and staff training on bullying and related issues of emotional and mental health, sex and relationships, in the PSHE/Citizenship curriculum;
2. Guidance and advice on peer support programmes;
3. Training for staff and students on extending participation and student voice;
4. Materials on bullying and related issues;
5. Support for schools and youth settings in the review and evaluation of policies and procedures as part of a Healthy School process; and
6. Pyramid self esteem clubs in the primary sector.

For further information please contact Mike Davis, PSHE/Citizenship/Participation Manager, on 020 8489 2228 or by email: mike.davis@haringey.gov.uk

### Safer Schools Partnership

The Safer Schools Partnership's aims and objectives can be summarised as follows:

1. To provide a safe and secure school community which enhances the learning environment.
2. To ensure that young people remain in education, actively learning and achieving their full potential.
3. To engage young people, challenge unacceptable behaviour and help them develop a respect for themselves and their community
4. To reduce the prevalence of crime and victimisation amongst young people and to reduce the number of incidents and crimes in schools and their wider communities.

It implements a range of strategies to achieve these aims and provides advice and support to schools and other institutions with respect to problem setting and problem solving.

For further information please contact Colin Moorhouse on 0208 345 2144.

### Behaviour and Attendance Consultant

Selina Adu: 020 8489 5033  
selina.adu@haringey.gov.uk

### Children in Care Education Team

The team works to raise the educational attainment of Haringey children and young people in care both in and out of borough.

This is achieved through:

1. providing support to those who work with Haringey children in care in relation to Educational provision and attainment;
2. providing training and support to designated teachers;
3. completing educational assessments for out of borough;
4. celebrating educational achievements at Education Achievement Awards;
5. monitoring attendance at school, exclusions and update information;
6. working with the Admissions Department to ensure all Children in Care in need of a school place are registered and placed as soon as possible;
7. contributing to the Education Attainment Group, a multi-disciplinary group which monitors PEPs and tracks the educational progress of all Haringey LAC; and
8. running a homework club for identified young people.

The Children in Care Education Team can be contacted at 48 Station Road, Wood Green N22 7TY.

Tel: 020 8489 3767

Fax: 020 8489 3864

Minicom: 020 8489 3345

*Continued on the next page.*

## Useful contacts in Haringey

### Haringey Racial Equalities Council

The HREC offers various services to Haringey residents including campaigning and work on individual cases of racial harassment and discrimination. It provides a free independent complaint service in relation to employment, education, housing, policies, social services etc. The HREC operates an initial open door policy enabling clients to access services directly in cases of emergency where racial harassment and discrimination is involved. Subsequently an appointment system is followed.

14 Turnpike Lane  
London N8 0PT  
Tel: 020 8889 6871  
Fax: 020 8889 6455  
mailto:haringeyrec@aol.com  
Monday – Thursday 10am – 4.30pm (2:30pm on Wednesday)

### PACE Youthwork Service

If you are lesbian, gay or bisexual, or unsure about your sexuality and you are under 25 years, then this youth service will give you information, advice and support from both lesbian and gay youth workers and other young people. It runs weekly youth groups for gay and bisexual young men and women aged 25 and under (Outzone for young men, Girl Diva for women). It's a free and confidential service.

34 Hartham Road  
London N7 9LJ  
020 8348 1785  
www.outzone.org

### Victim Support Haringey

Victim Support Haringey helps Haringey residents cope with the effects of crime. We do this by providing confidential support and information to victims of crime and to witnesses attending local courts. Our services are free, independent of the police and courts, and available to everyone, whether or not the crime has been reported and regardless of when it happened.

24-26 Commerce Road  
Wood Green  
London N22 8ED  
020 8888 9878  
[http://www.victimsupport.org.uk/vs\\_england\\_wales/contacts/haringey/index.php](http://www.victimsupport.org.uk/vs_england_wales/contacts/haringey/index.php)

### Anti-Social Behaviour Action Team (ASBAT)

ASBAT deals with more serious, persistent or complex cases of anti-social behaviour and those which may require some type of legal action. All other cases will be referred to other departments or agencies to deal with. The ASBAT team consists of a group of dedicated ASB officers, a police officer and a lawyer. ASBAT has successfully prosecuted individuals who have been involved in ASB and in the more serious cases have used ASBOs and injunctions to protect residents.

Our team also wants to stop ASB happening in the first place and we are therefore involved in preventative work. We work closely with schools and last year engaged with over 1500 pupils. We also work closely with police officers attached to schools under the safer schools project.

Reports to this team can be made on the dedicated ASB line on 0845 671 1177, 8-6 pm Monday- Friday. Schools and other agencies that have concerns about children and young people and their behaviour can e mail us at [ASBAT@haringey.gov.uk](mailto:ASBAT@haringey.gov.uk).

### Police Community Safety Unit\

The Community Safety Unit (CSU) offers support and protection to anyone targeted due to their race, colour, religion, sexual orientation, disability, or to anyone who has experienced domestic violence.

Hornsey Police Station  
98 Tottenham Lane  
London N8  
020 8345 1943

### Haringey Council Community Safety Team

Haringey Council's Community Safety team works with the Metropolitan Police and other agencies that form the Haringey Safer Communities Partnership to reduce crime in the borough.

Tel: 020 8489 2968  
Email: [safercommunities@haringey.gov.uk](mailto:safercommunities@haringey.gov.uk)

# Useful resources

The following resources may be helpful for schools and settings:

Picking on Percy	MacPhail, C. Bell and Bain Ltd, Great Britain, 2006 BarringtonStokeLtd.co.uk	Purr-fect Skills - A social and emotional skills programme for 5-8 year-olds	Rae, T. Lucky Duck Publishers, 2000.
Don't Pick on Me – How to Handle Bullying	Stones, R. Piccadilly Press, London, 2005	"Sticks and Stones will break my bones . . . but names will never hurt me."	Robinson, G. & Maines, B. Lucky Duck Publishers, 1998
Say Something	Moss, P. Tilbury House Publishers, Gardiner Maine, 2004	Broken Toy - The story of a boy who becomes a <i>plaything</i> instead of a <i>playmate</i> .	Robinson, G. & Maines, B. Lucky Duck Publishers, 1993
Talking About Bullying – Asks and Answers the Questions	Watts, F. Aladdin Books Ltd., London, 2003	Ying for Help - the No Blame Approach to Bullying	Robinson, G. & Maines, B. Lucky Duck Publishers, 2000.
How to Stop Bullying in Your School – A Guide for Teachers	Varnava, G. David Fulton Publishers, London, 2002	Michael's been bullied – here's what to do. . . The No Blame Approach	Robinson, G. & Maines, B. Lucky Duck Publishers, 1992.
Stop Picking on Me – A First Look at Bullying	Thomas, P. Hodder Wayland, Great Britain, 2000	Safe to Tell - producing an effective anti-bullying policy in schools	Robinson, G. & Maines, B. Lucky Duck Publishers, 2000.
Bullies and Victims in Schools A guide to understanding and management	Besag, V.E. Open University, 1989.	No Bullying Starts Today	Robinson, G., Sleigh, J. & Maines, B. Lucky Duck Publishers, 1999
Teaching students to get along	Canter, L. & Peterson, K. Lee Canter Associates, 1995.	Bullying An International Perspective	Roland, E. & Munthe, E. David Fulton Publishers, 1989.
Sticks and Stones + 2 Videos	Carlton Television ( <i>formerly Central Independent Television</i> )	The Anti-Bullying Game - This lively and appealing therapeutic board game helps children and adolescents who experience difficulties with bullying.	Searle, Y. & Streng, I. Jessica Kingsley Publishers
Only Playing, Miss! Playscript + Video	Casdagli, P. & Gobey, F. with Griffin, C. Trentham Books, 1990	Tackling Bullying in your School	Sharp, S. & Smith P.K. Routledge Publishers, 1994.
Circle Time for the Very Young	Collins, M. Lucky Duck Publishers, 2001.	Practical Approaches to Bullying	Smith, P.K. & Thompson, D. David Fulton Publishers, 1991.
How to Stop Bullying: A Kidscape Training Guide	Elliott, M. & Kilpatrick, J. Kidscape Publishers, 1994	Let's Mediate	Stacey, H. & Robinson, P. Lucky Duck Publishers, 1997.
Bullying A practical guide to coping for schools	Kidscape Elliott, M. Longman Publishers, 1991.	Understanding and Managing Bullying	Tattum, D. Heinemann Publishers, 1993.
It's good to be different Stories from the Circle	Milicic, N. Lucky Duck Publishers, 1994	Bullying: A positive response - Advice for parents, governors and staff in schools	Tattum, D. & Herbert, G Cardiff Institute of Higher Education, 1982
Quality Circle Time in the Secondary School A Handbook of Good Practice	Mosley, J. & Tew, M. David Fulton Publishers, 1999.	Bullying Home, School and Community	Tattum, D. & Herbert, G David Fulton Publishers, 1997.
Dealing with Feeling An emotional literacy curriculum	Rae, T. Lucky Duck Publishers, 2000.		

# Useful websites

## Key Websites

### Anti-Bullying Alliance

<http://www.anti-bullyingalliance.org.uk/Page.asp>  
Resources and links for professionals, children and parents.

### Anti-Bullying Network

<http://www.antibullying.net/index.html>  
Set up by the Scottish Executive. Extensive resources, including newsletters and information sheets, on all aspects of bullying.

### BBC Schools

<http://www.bbc.co.uk/schools/bullying/>  
Advice and resources for parents and children.

### Beat Bullying

[www.beatbullying.org](http://www.beatbullying.org)  
Beat bullying toolkits for workers  
15 Tool kits available on-line include a Toolkit for Key Workers of Looked After Children

### Bullying Online

<http://www.bullying.co.uk/index.php>  
UK anti-bullying charity. The results of their 2006 National Bullying Survey are now available.

### ChildLine

<http://www.childline.org.uk/extra/bullyingindex.asp>  
Aimed primarily at children, but also includes information sheets and reports for parents and schools.

### Directgov

[http://www.direct.gov.uk/Parents/WorriedAbout/WorriedAboutArticles/fs/en?CONTENT\\_ID=10015786&chk=PNdHju](http://www.direct.gov.uk/Parents/WorriedAbout/WorriedAboutArticles/fs/en?CONTENT_ID=10015786&chk=PNdHju)  
Advice for parents on dealing with bullying.  
Education and Library Boards, N.I.

<http://www.education-support.org.uk/index.asp?pgid=1259>  
Information for schools from the Education Welfare Service.

### Mind Matters

<http://cms.curriculum.edu.au/mindmatters/>  
Australian website providing guidance and downloadable resources and activities

### NSPCC

<http://www.nspcc.org.uk/>  
Includes the document 'Towards a non-violent Society – Checkpoints for Schools' which may be useful for whole-school work.

### ParentsCentre

<http://www.parentscentre.gov.uk/worriedabout/bullying/>  
Advice and sources of further information for parents.

### Scottish Executive

[http://www.betterbehaviourscotland.gov.uk/knowledge/teacher\\_to\\_pupil/research/\\_718/default.aspx](http://www.betterbehaviourscotland.gov.uk/knowledge/teacher_to_pupil/research/_718/default.aspx)  
The Better Behaviour website links to the classroom resources pack, Let's Stop Bullying.

### Scottish Council for Research in Education

<http://www.scre.ac.uk/bully/>  
Advice for schools, parents and children, taken from SCRE's research publications on bullying.

### Support4learning

[http://www.support4learning.org.uk/counselling/bullying\\_harassment.cfm](http://www.support4learning.org.uk/counselling/bullying_harassment.cfm)  
Signposts to an extensive collection of websites dealing with bullying in various settings.

### Teachernet

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>  
Includes online version of the DfES anti-bullying pack Don't Suffer in Silence

### Welsh Assembly Government

[http://new.wales.gov.uk/topics/education-and-skills/policy\\_strategy\\_and\\_planning/schools/respectingothers/?lang=en](http://new.wales.gov.uk/topics/education-and-skills/policy_strategy_and_planning/schools/respectingothers/?lang=en)  
The Respecting Others section is aimed at schools and includes examples of good practice.

## Homophobic Discrimination and Bullying

### Association of London Government

[http://www.alg.gov.uk/upload/public/Files/1/Anti\\_bullyingitem9.doc](http://www.alg.gov.uk/upload/public/Files/1/Anti_bullyingitem9.doc)  
Report on homophobic bullying.

### ChildLine

<http://www.childline.org.uk/Casenotes.asp>  
Childline's Casenotes on Sexual Orientation, Homophobia and Homophobic Bullying.

### EACH (Educational Action Challenging Homophobia)

<http://www.eachaction.org.uk>  
Support and training agency in the area of homophobia. News, links and contacts.

### Scottish Executive

<http://www.scotland.gov.uk/Publications/2006/05/25091604/0>  
Promoting Equal Opportunities in Education - Project Two: Guidance On Dealing With Homophobic Incidents: Phase 1 Report and Recommendations. Research report carried out by LGBT Youth on how homophobic incidents and homophobia are dealt with in schools.

### Schools out

<http://www.schools-out.org.uk/>  
Website aiming to provide both a formal and informal support network for all lesbians, gay men, bisexuals and transpersons in education.

### Stonewall

[http://www.stonewall.org.uk/education\\_for\\_all/default.asp](http://www.stonewall.org.uk/education_for_all/default.asp)  
Education for All - Stonewall's campaign to tackle homophobia and homophobic bullying in schools. Documents and resources for professionals and young people.

### Wired for Health

<http://www.wiredforhealth.gov.uk/cat.php?catid=1101>  
Stand up for us document and associated resources.

## Cyber Bullying

### Becta

[http://schools.becta.org.uk/index.php?section=is&catcode=ss\\_to\\_es\\_pp\\_ob\\_03](http://schools.becta.org.uk/index.php?section=is&catcode=ss_to_es_pp_ob_03)  
The E-safety section of Becta's site for schools provides online bullying information and resources.

### DfES

[http://www.dfes.gov.uk/bullying/cyberbullying\\_what\\_is.shtml](http://www.dfes.gov.uk/bullying/cyberbullying_what_is.shtml)  
DfES guidance on what cyber bullying is and how to deal with it. Links to pages for pupils, teachers and parents.

Continued on the next page.

## Useful websites

### Kidscape

<http://www.kidscape.org.uk/childrenteens/cyberbullying.shtml>

*Looks at bullying through text/video messaging, chatrooms or instant messaging, email and web.*

### NCH

<http://www.nch.org.uk/information/index.php?i=237>

<http://www.stoptextbully.com/>

*Sites aimed specifically at stopping bullying by text message.*

### Norfolk

[http://www.norfolk.gov.uk/consumption/idcplg?IdcService=SS\\_GET\\_PAGE&ssDocName=NCC043138&ssSourceNodeId=&ssTargetNodeId=3164](http://www.norfolk.gov.uk/consumption/idcplg?IdcService=SS_GET_PAGE&ssDocName=NCC043138&ssSourceNodeId=&ssTargetNodeId=3164)

*Advice for the parents of children who are experiencing cyber bullying.*

### Surrey

[http://www.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE\\_RTF/Online+bullying?opendocument](http://www.surreycc.gov.uk/sccwebsite/sccwspages.nsf/LookupWebPagesByTITLE_RTF/Online+bullying?opendocument)

*Surrey County Council's page for young people on online bullying, dealing with happy slapping and cyber bullying.*

### Racist and Religious Bullying and Discrimination

#### Cambridge

<http://www.standards.dfes.gov.uk/ethnicminorities/resources/camtrb.doc>

*A link on the DfES website to information about a Cambridge audio CD on tackling racist bullying against travellers.*

#### Commission for Racial Equality

<http://www.cre.gov.uk/>

*Guidance for schools and settings on meeting the race equality duty; advice and assistance for those who feel they have been discriminated against*

#### DfES

<http://www.teachernet.gov.uk/docbank/index.cfm?id=10444>

*Link to DfES guidance - Bullying around racism, religion and culture*

#### Edinburgh

[http://www.edinburgh.gov.uk/internet/Learning/Schools/CEC\\_anti-bullying\\_and\\_anti-racist\\_policy\\_and\\_guidelines](http://www.edinburgh.gov.uk/internet/Learning/Schools/CEC_anti-bullying_and_anti-racist_policy_and_guidelines)

*Link to Anti-bullying and Anti-racist Policy and Guidelines for Educational Establishments*

### Glasgow

<http://www.glasgow.gov.uk/en/News/antiracistcurriculum.htm>

*Anti-racist curriculum for primary schools.*

### Rochdale

<http://www.rochdale.gov.uk/docs/education/combata racist05.pdf>

*Guidelines for schools in combating and recording racist incidents.*

### Scottish Executive

<http://www.scotland.gov.uk/Publications/2006/05/23155332/0>

*Commissioned research report :Project 1 Review of Guidance on Dealing with Racist Incidents - Final Report*

### Disabilities Bullying and Discrimination

#### Stop Bullying Now

<http://www.stopbullyingnow.com/Preventing%20harassment%20draft%20chapter.pdf>

*Chapter on disabilities bullying and harassment*

#### Disability Rights Commission

<http://www.drc-gb.org/default.aspx>

### Workplace Bullying

#### Andrea Adams Trust

<http://www.andreaadamstrust.org/>  
*Charity providing support to employees and advice and training to employers.*

#### Directgov

[http://www.direct.gov.uk/Employment/Employees/DiscriminationAtWork/DiscriminationAtWorkArticles/fs/en?CONTENT\\_ID=10026670&chk=/iw29T](http://www.direct.gov.uk/Employment/Employees/DiscriminationAtWork/DiscriminationAtWorkArticles/fs/en?CONTENT_ID=10026670&chk=/iw29T)  
*Information and further sources of help for employees.*

#### Invest Northern Ireland

<http://www.investni.com/10-bullying.doc>  
*Flowchart outlining formal procedure for dealing with workplace bullying.*

#### Isle of Wight

[http://eduwight.iow.gov.uk/student/General\\_Student\\_Information/images/Managingbullying-handout.pdf](http://eduwight.iow.gov.uk/student/General_Student_Information/images/Managingbullying-handout.pdf)  
*Notes from a 2005 anti-bullying conference.*

# Safer Solutions Conference, 3 February 2006

This conference brought together over 100 young people from across the borough to discuss a range of issues around 'staying safe', one of the key outcomes of the Every Child Matters agenda. The young people broke into workshop groups and identified their top three solutions to various issues, which were then presented to all attendees and voted on to identify the most popular solution. Below are the findings related to bullying and discrimination.

## Bullying

Mentoring and role play for bullies	- 38%
Early intervention training for teachers	- 31%
Confidence building for victims	- 31%

In this workshop, mentoring for the bully was viewed as the most popular solution to tackle bullying. As the quote below states

*"The bully can go to a mentor and tell them why they bully and they can take them to a drama session where the bully is being bullied so they think twice before they bully again – so that they will know how it feels."*

The young people in this workshop felt that teachers did not have a full understanding of how bullying affected young people and that they were often fobbed off without the matter being properly investigated. They said that people who are bullied stop coming to school and are afraid to report the bullies.

They suggested that teachers should be trained on how to deal with bullying. They also said that older children in the school and teachers should act as mentors for younger children who have been the victims of bullying. Some of the young people were aware of their school's bullying policy but did not feel that it was effective, as teachers were not adequately trained to deal with bullies and did not know how to support the person being bullied.

## Harassment – Homophobic

Active campaigns against bullying	- 38%
Teaching in curriculum	- 34%
Anonymous internet reporting	- 27%

This workshop started off with an exercise where the young people had to pick out the 'gay' people from a number of photographs. The entire group were surprised when they were told that in actual fact all the people in the pictures were gay. When asked why they had chosen who they had, they stated it was because of how they were dressed, the style of their hair etc. This led on to an articulate and thought provoking discussion about assumptions and stereotypes.

Young people suggested that if you were gay, you might be scared to talk about your feelings for fear of bullying and that sometimes it is not nice to feel different. The young people acknowledged that the wider school community didn't necessarily hold their views but felt that much more work needed to be done to raise awareness of homophobia with teachers and fellow students.

## Harassment – Race and Religious

Support/advice for young people	- 34%
Befriend someone who is isolated	- 33%
Positively challenge friends who discriminate	- 33%

This workshop came up with a number of solutions and ways to tackle racial and religious harassment and had difficulty prioritising their top three. Their other solutions included:

- establishing buddy groups;
- befriending someone who is isolated;
- offering support/advice to other young people;
- positively challenging friends about discriminatory behaviour;
- using Sixth formers as peer mentors;
- allocating a Sixth former to each tutor group;
- creating a safe place within the school;
- a secondary school counsellor who would deal with perpetrators in similar ways to which bullying is dealt with in primary schools. The counsellor should be publicised and should have a designated room;
- getting to the source of young people's discriminatory behaviour; and
- more workshops to encourage young people to confide in other young people or mentors.

*Continued on the next page.*

# Safer Solutions Conference, 3 February 2006

## Harassment – sexual

Take complaints more seriously	- 36%
Respect	- 33%
Counselling	- 31%

This workshop covered a wide range of issues including gender stereotypes, dress, language and definitions of sexual harassment. People presented different scenarios and had a general discussion about harassment in society and then focused on schools.

The group looked at the spectrum of harassment from name calling and sexual suggestion through to unwanted physical contact and assault.

Several girls in the group thought that low level sexual harassment was commonplace in schools and that a better culture of respect, and action to combat harassment was needed, particularly in relation to girls. The top three solutions agreed related mainly to the school environment but could be applied more widely.

## Harassment – Disability

Awareness	- 37%
Help and Support	- 32%
Inclusion	- 31%

Raising young people's awareness was seen as vital in tackling disability harassment. The group suggested that this could be done through adverts, citizenship lessons, talking to and learning from those who have experience of disability and workshops on disability.

Including and welcoming those with disabilities into mainstream schools was also seen as crucial, as it was recognised that prejudice occurs when people are unfamiliar with those who may appear to be different.

Help and support was seen as a good way to tackle some of the issues around disability harassment. The group proposed that young people with disabilities could be supported through peer support and mentoring, a buddy system and peer mediators. The group also agreed that all young people should learn to communicate through a different means, for example sign language, to better include those with a disability. The ethos of a local primary school was used to illustrate good practice.

A full report on the conference can be found at: [http://www.haringey.gov.uk/safer\\_solutions.pdf](http://www.haringey.gov.uk/safer_solutions.pdf)

Notes