





Brighton & Hove
City Council

Bullying Scrutiny Panel

Title:	Scrutiny Panel on Bullying in Schools
Date:	13 June 2013
Time:	4.00pm
Venue	Committee Room 1, Brighton Town Hall
Members:	Councillors: Buckley (Chair), Brown, Gilbey, Mortensen and Watling
Contact:	Mary van Beinum Scrutiny Officer mary.vanbeinum@brighton-hove.gov.uk Telephone 291062

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AGENDA

Part One	Page
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1. **PROCEDURAL BUSINESS** 1 - 2
2. **CHAIR'S COMMUNICATIONS**
3. **INFORMATION FROM WITNESSES**

To hear from witnesses:

1) Sam Beal - Learning and Partnerships Team. Chair of Anti-Bullying and Equality Strategy Group. Summary of the Safe and Well at School Survey.

Summary extracts from 2012 Survey results, attached.

2) Paul Myszor – Senior Educational Psychologist

My interest in understanding bullying and anti-bullying strategies started during my training as an educational psychologist in 1990. Since then I have carried out training with school staff, intervention groups, and individual work with children and young people, for Kent and East Sussex CCs. I joined Brighton and Hove CC in July 2012 as Senior Educational Psychologist with a specialism in emotional wellbeing. My particular interests, with regard to bullying, are peer group relationships, inclusivity, school and wider cultural values, emotional literacy and pupil and staff wellbeing.

3) Allsorts - Marianne Lemond (Allsorts Project Manager) and Elliot Klimek (Trans Youth Team Leader)

Works with the Council's Healthy Schools Team to tackle homophobic, biphobic and transphobic bullying in local schools.

Extract from Anti-Bullying and Equality Services Guide for Schools, attached.

4) Blatchington Mill School - Nick Wergan Deputy Head Teacher

Anti-bullying Policy and Behaviour policy, both attached.

5) Self Managed Learning College - Professor Ian Cunningham

6) Professor Robin Banerjee – summary of the evidence heard

- Terms of Reference
- Sam Beal : Partnership Adviser Health and Wellbeing, June 2013
- Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools
- Anti- Bullying & Equality Services Provided by the Community Voluntary Sector: A Guide for Schools – page 60 – Allsorts Youth Project
- Blatchington Mill School Anti Bullying Policy
- Blatchington Mill School Behaviour Policy
- Note for the Bullying Scrutiny Panel form the Self Managed Learning College

5. ANY OTHER BUSINESS

Date of the next public meeting is Monday, 1 July , 4pm at Hove Town Hall in the Council Chamber.

The City Council actively welcomes members of the public and the press to attend its meetings and holds as many of its meetings as possible in public. Provision is also made on the agendas for public questions to committees and details of how questions can be raised can be found on the website and/or on agendas for the meetings.

The closing date for receipt of public questions and deputations for the next meeting is 12 noon on the fifth working day before the meeting.

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Meeting papers can be provided, on request, in large print, in Braille, on audio tape or on disc, or translated into any other language as requested.

For further details and general enquiries about this meeting contact Mary van Beinum (mary.vanbeinum@brighton-hove.gov.uk) or email scrutiny@brighton-hove.gov.uk

Date of Publication – Thursday 6 June, 2013

Agenda Item 1

To consider the following Procedural Business:-

A. Declaration of Substitutes

Substitutes are not permitted on Scrutiny Select Committees or Scrutiny Panels.

B. Declarations of Interest

- (1) To seek declarations of any personal or personal & prejudicial interests under Part 2 of the Code of Conduct for Members in relation to matters on the Agenda. Members who do declare such interests are required to clearly describe the nature of the interest.
- (2) A Member of the Overview and Scrutiny Commission, an Overview and Scrutiny Committee or a Select Committee has a prejudicial interest in any business at meeting of that Committee where –
 - (a) that business relates to a decision made (whether implemented or not) or action taken by the Executive or another of the Council's committees, sub-committees, joint committees or joint sub-committees; and
 - (b) at the time the decision was made or action was taken the Member was
 - (i) a Member of the Executive or that committee, sub-committee, joint committee or joint sub-committee and
 - (ii) was present when the decision was made or action taken.
- (3) If the interest is a prejudicial interest, the Code requires the Member concerned:-
 - (a) to leave the room or chamber where the meeting takes place while the item in respect of which the declaration is made is under consideration. [There are three exceptions to this rule which are set out at paragraph (4) below].
 - (b) not to exercise executive functions in relation to that business and
 - (c) not to seek improperly to influence a decision about that business.
- (4) The circumstances in which a Member who has declared a prejudicial interest is permitted to remain while the item in respect of which the interest has been declared is under consideration are:-
 - (a) for the purpose of making representations, answering questions or giving evidence relating to the item, provided that the public are also allowed to attend the meeting for the same purpose, whether under a statutory right or otherwise, BUT the

Member must leave immediately after he/she has made the representations, answered the questions, or given the evidence,

- (b) if the Member has obtained a dispensation from the Standards Committee, or
- (c) if the Member is the Leader or a Cabinet Member and has been required to attend before an Overview and Scrutiny Committee or Sub-Committee to answer questions.

C. Declaration of Party Whip

To seek declarations of the existence and nature of any party whip in relation to any matter on the Agenda as set out at paragraph 8 of the Overview and Scrutiny Ways of Working.

D. Exclusion of Press and Public

To consider whether, in view of the nature of the business to be transacted, or the nature of the proceedings, the press and public should be excluded from the meeting when any of the following items are under consideration.

Note: Any item appearing in Part 2 of the Agenda states in its heading the category under which the information disclosed in the report is confidential and therefore not available to the public.

A list and description of the exempt categories is available for the public inspection at Brighton and Hove Town Halls.

Terms of Reference and Focus of the Bullying Scrutiny Panel

The Panel agreed the importance of taking into account the whole school community's approach to bullying – young people, families, all school staff and governors.

The Adviser's suggestion on terms of reference of the scrutiny, as follows was agreed by the Members;

- a) Describe the information and data sets from different sources on bullying in local schools, and how they might relate to each other whilst acknowledging the considerable limitations, eg in making comparisons and estimating the prevalence of bullying.
- b) Understand the main factors that contribute to perpetrating and experiencing victimisation in the City, in the broad context of school, family and local community.
- c) Consider prevention/intervention methods; what is being done in schools and identifying good practice.
- d) Make recommendations to help improve the City's approach to bullying.

Although cyberbullying does not feature highly in the SAWSS it may be under-reported and less well recognised by victims or others. Cyberbullying can have serious impact and ought not be seen as fundamentally different from other types of bullying.

Report for scrutiny: Sam Beal; Partnership Adviser Health and Wellbeing June 2013

1 Local Authority support for schools

1.1 The Local Authority provides support for whole school approaches to anti-bullying and equality. In addition parents and carers who have concerns that their child is being bullied and the school is not responding effectively can contact the Access to Education Service. A risk assessment screening process has also been put in place for the victims of bullying and prejudice based incidents in partnership with the Neighbourhood Schools Officers (Police) and Community Safety Team.

1.2 From September 2012, the Local Authority has requested that schools return their bullying by type data to support city wide monitoring. This data will be collated and reported to various groups including head teachers, the Learning Partnership, the Racial Harassment Forum, the Disability Hate Incident Forum and the LGBT Safety Forum. Some local authorities no longer require schools to return any data.

1.3 The Local Authority provides guidance to schools. In September 2012 the *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* was disseminated to all schools. This guidance provides definitions of bullying, prejudiced based incidents and types of prejudice, offers a rationale for recording bullying and prejudice based incidents by type and ideas for how to do this effectively. It also covers the risk assessment process outlined in 1.1 and how to report incidents to the Hate Incident and Anti-Social Behaviour Case Work Team. Training has been provided in identifying challenging and recording bullying and prejudiced incidents.

1.4 The Local Authority in partnership with Health co-ordinates and analyses an annual Safe and Well School Survey for Years 4-11 (7 years old to 16 year olds) and is planning to provide this for Colleges in 2013. This survey asks questions about experiences of bullying and safety in school. Each school is provided with their own data set and the data from across the city to compare themselves with city averages. All secondary schools, four special schools and all but three primary and junior schools participated in the 2012 survey. The Learning and Partnership Unit reviews individual school data with each secondary school and with primary schools where data is significantly above the city average.

1.5 The Healthy Settings Programme requires schools to have anti-bullying provision in place to secure Healthy School Status. Anti-bullying and equality are city wide priorities which schools can choose as their Planning for Change project.

1.6 The Learning and Partnership Unit offers some whole school anti-bullying and equality training to schools. Over the last academic year this has focused on support for staff teams to identify, challenge and record prejudiced based bullying and incidents. This has been offered as central training attended by 16 schools and as school-based training delivered in 10 schools with more planned. Historically a range of training has been provided including training to develop pupil / student social and emotional aspects of learning (SEAL). In addition the Learning and Partnership Unit offers schools anti-

bullying and equality monitoring visits; these have taken place in 4 secondary schools and 2 primary schools since April 2012. The Learning and Partnership Unit has liaised with Kidscape to provide training in supporting bullied young people for secondary schools in November.

1.7 The Learning and Partnership Unit provides training and resources to support schools to develop the anti-bullying and diversity aspects of the PSHE education curriculum. This includes resources on Family Diversity, Gender Stereotyping, and Disability Equality. Gypsy Roma Traveller Awareness, Human Rights, Cultural Diversity, Sexual Orientation and anti-homophobia, biphobia and transphobia. These resources are shared with schools through the Virtual Learning Environment Pier2Peer.

1.8 The Learning and Partnership Unit provides training, consultancy and resources to support schools to meet the requirements under the Public Sector Duty under the Equality Act to publish information and objectives. The Learning and Partnership Unit is also monitoring school compliance and working with schools that have not yet completed this task.

1.9 A range of other Local Authority services support equality and anti-bullying work in schools including the Ethnic Minority Achievement Service, Traveller Education Service, Community Mental Health and Wellbeing, Education Psychology Service, Participation Team, Youth Offending Service (Restorative Justice) and the Access to Education Service.

2 Partnership Working

2.1 The Learning and Partnership Unit co-ordinates and chairs the Anti-Bullying and Equality Strategy Group which includes Local Authority and community and voluntary sector partners. This group has developed a statement of commitment which is to be signed off by the Learning Partnership, has agreed definitions and is developing an action plan.

2.2 The Learning and Partnership Unit has a long history of working in partnership with Allsorts Youth Project to improve LGBT anti-bullying work in schools. This has included staff training, resource development and the use of Allsorts peer educators within staff training and PSHE lessons. This work resulted in Brighton & Hove being awarded first place in Stonewall's Education Equality Index in 2012. Currently policy and practice is being developed to support transgender or gender questioning children and young people and challenge transphobia.

2.3 The Learning and Partnership Unit has worked in partnership with the Traveller Education Service to develop resources for PSHE and staff training for schools. The Learning and Partnership Unit also promoted the theatre in education production Crystal's Vardo, developed by Friends and Families and Travellers.

2.4 The Learning and Partnership Unit has been commissioned to work in partnership with Rise to develop whole school approaches to the prevention of domestic abuse and sexual exploitations. This work is in the early stages but includes curriculum work on healthy relationships, gender stereotyping and activities to prevent and respond to sexist and sexual bullying.

2.5 The Learning and Partnership Unit supported Mosaic in the development of its Cric! Crac! story telling project and is working in partnership with Mosaic, Black and Minority Ethnic Young People's Project and a secondary school to pilot work consulting with the parents and carers of BME students.

2.6 A range of colleagues from the community and voluntary sector have been invited to attend PSHE Consortium and network meetings to talk with schools about the services they offer. These include Safety Net, Young Carers Project, YMCA Homeless Project and Allsorts.

3 Community and Voluntary Sector and private sector

3.1 Schools access a range of support from outside of the Local Authority and are not required to report to the Local Authority information about additional support received. Therefore, there will be good practice not known about by the Local Authority. Support known to be delivered in Brighton & Hove includes commissioning Safety Net to develop playground buddies and for groups to support the victims of bullying, Theatre in Education companies such as Big Foot, and schools will attend a range of training including from organisations such as Show Racism the Red Card. Some schools are working with colleagues from the Universities to develop the use of sociograms or develop resilience, for example.

4 Examples of work in schools

4.1 All schools have anti-bullying policies and to be a Healthy School are required to review these in consultation with the whole school community every three years.

4.2 All schools deliver PSHE which will include learning opportunities which develop social and emotional skills, empathy, resilience, self-awareness, assertiveness, understanding of the impact of bullying and strategies for challenging and responding to bullying.

4.3 All schools participate in Anti-Bullying Week activities and many celebrate additional equality calendar events such as Black History Month and LGBT History Month. Assemblies, enrichment days and theatre in education are also used to prevent bullying behaviour.

4.4 Schools provide a range of responses to bullying for the targets and perpetrators including restorative justice, circle of friends, small group work and referral to other services and support.

4.5 Many schools use their School Councils, buddies and peer mentors to promote pupil and student involvement in anti-bullying work.

KS2: Bullying figures 2008-2012

Overall Bullying 2012

- Overall responses to the KS2 Safe and Well at School Survey (SAWSS) 2012 survey show that 19% stated they have been bullied this term. BASE: 5339
- When asked if the bullying experienced had stopped; 24% stated it had, 25% stated it hadn't and 51% stated they were unsure and it could happen again. BASE: 1067
- 29% of students have seen somebody else bullied at school this term. BASE: 5316

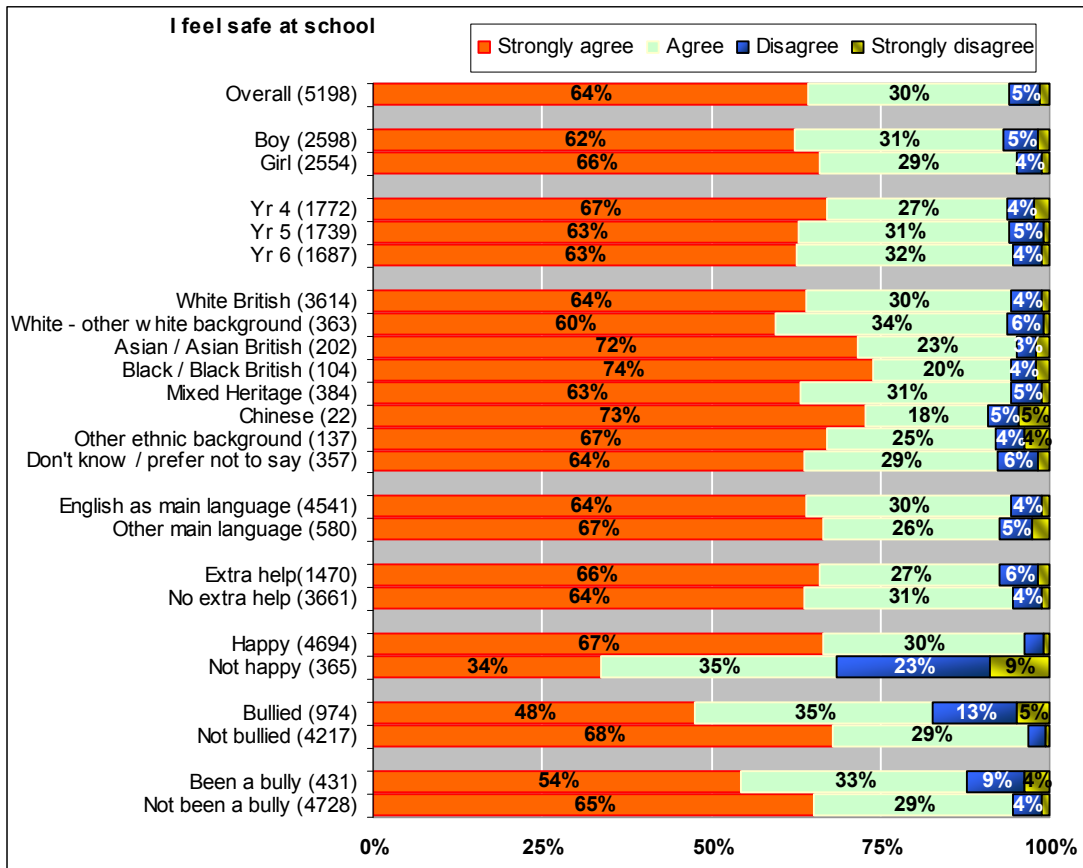
Headline Findings 2012

- There are no significant differences on bullying rates between boys and girls or between ethnic groups.
- Overall the most common form of bullying was name calling / teasing.
- The most common reason for bullying was around appearance.
- The playground was the most commonly reported place where bullying had taken place.

Trend Data – KS2

Statement (% Strongly agree or agree)	2012	2011	2010	2009	2008	2007	2006	2005
Been bullied this term	19%	21%	24%	23%	22%	27%	28%	33%
I enjoy coming to school	90%	89%	87%	89%	88%	87%	85%	N/A
My school is good at dealing with bullying	87%	85%	84%	85%	86%	84%	79%	N/A

What was the bullying about?	2012	2011	2010	2009
Appearance	30%	25%	26%	28%
Ability	18%	15%	15%	24%
Homophobia	9%	15%	16%	7%
Class or family background	8%	8%	10%	9%
Racism	10%	4%	5%	4%
Disability or special need	6%	5%	5%	5%
Gender	10%	13%	12%	10%
Religion	6%	5%	3%	6%
Transphobia	5%	-	-	-



Secondary Schools (KS3 & KS4):

Overall Bullying 2012

- Overall responses to the SAWSS 2012 survey show that 14% of students stated they have been bullied at school this term. BASE: 8089
- When asked if the bullying experienced has stopped; 20% stated that it had, 29% stated it hadn't and 51% of students stated they were unsure and could happen again. BASE: 1252
- 38% of students stated they had witnessed bullying at school this term. BASE: 8070

Headline Findings 2012

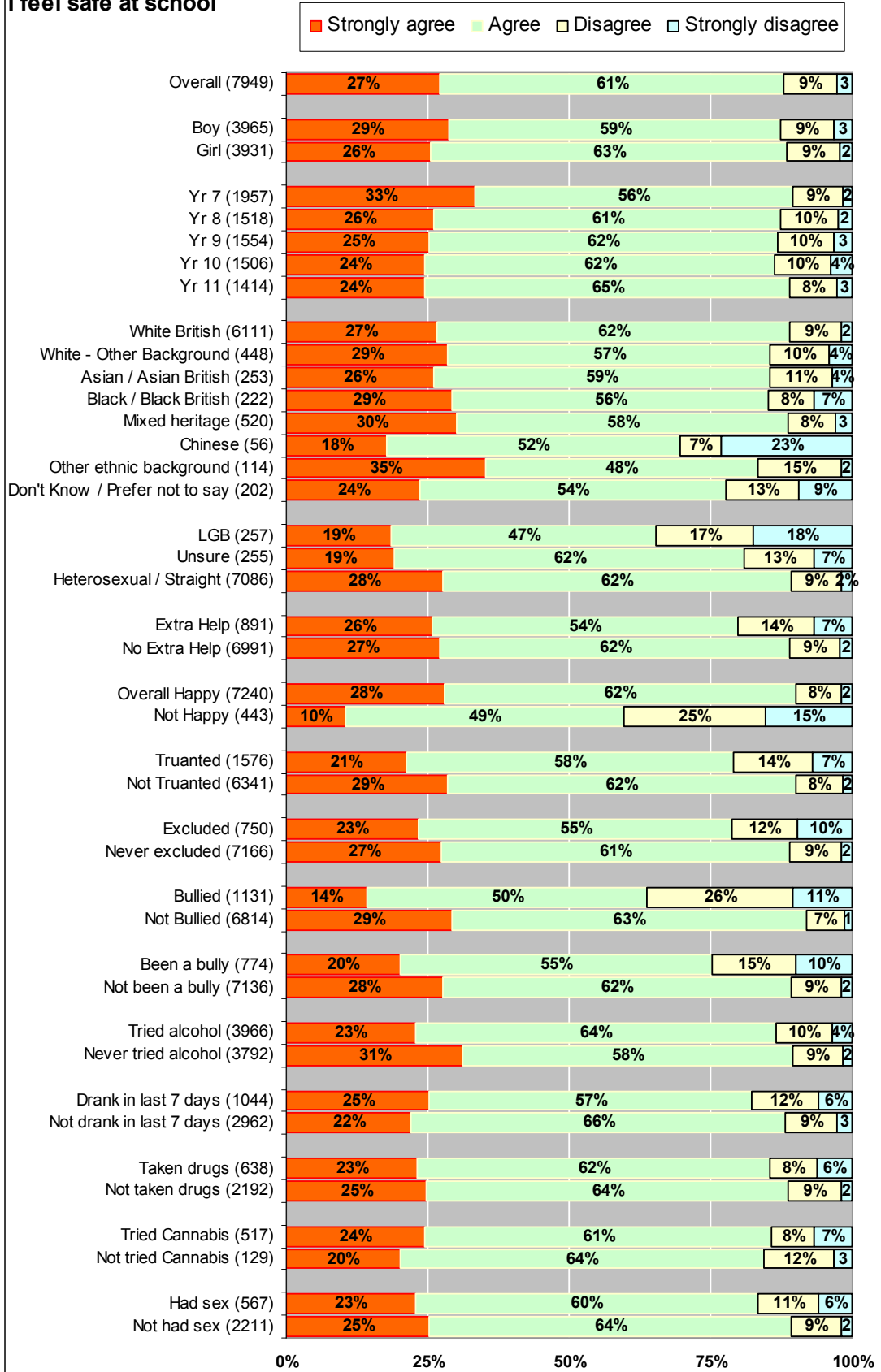
- Girls are generally more likely than boys to tell someone if they have been bullied. For girls this would generally be someone the respondent would have had a close relationship with.
- Generally those in older years are less likely to have told anyone that they have been bullied.
- LGB students are less likely to tell teachers or parents but are more likely to confide in all other categories of people except siblings.
- Overall the most common form of bullying is verbal bullying.
- The most common reason for bullying is based around appearance.
- Homophobic bullying seems to increase through year groups.
- The classroom is the most likely place for students to be bullied in.
- Generally boys are more likely to be bullied by boys and girls are more likely to be bullied by other girls.
- Boys and girls are equally likely to be bullied by groups
- LGB students are more likely to experience bullying by a group and heterosexual students are more likely to experience bullying by one person.
- The largest proportion of students when witnessed bullying at school this term did nothing.

Trend Data – KS3 & KS4

Statement (% Strongly agree or agree)	2012	2011	2010	2009	2008	2007	2006	2005
Been bullied this term	14%	16%	17%	15%	22%	27%	25%	26%
I enjoy coming to school	78%	76%	77%	79%	79%	72%	71%	72%
My school is good at dealing with bullying	66%	63%	69%	69%	68%	63%	55%	54%

What was the bullying about?	2012	2011	2010	2009
Appearance	48%	49%	49%	59%
Ability	20%	15%	17%	29%
Homophobia	13%	12%	16%	17%
Class or family background	12%	13%	11%	23%
Racism	10%	9%	10%	9%
Disability or special need	6%	8%	7%	10%
Gender	4%	6%	6%	9%
Religion	5%	6%	5%	6%
Transphobia	2%	-	-	-

I feel safe at school



Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools

Acknowledgments and thanks

The *Brighton & Hove Schools bullying and prejudice-based incident recording and reporting guidance* has been developed by Brighton & Hove's Healthy Schools Advisory Service in partnership with the ICT Support for Schools Team. This guidance has been informed by that written by East Sussex County Council and we are grateful to them for sharing their work with us. We are also grateful to the following schools for piloting the use of SIMS to record bullying and prejudice-based incidents by type and for their support in developing this guidance.

Brighton Aldridge Community Academy
Davigdor Infant
Dorothy Stringer
Elm Grove
Patcham Infant
Patcham Junior

Members of the of the Equality and Anti-Bullying Strategy Group have also been involved in developing aspects of the guidance and thanks are given to the following organisations and teams:

Access to Education Team
Allsorts Youth Project
Amaze
BHASVIC
Black and Minority Ethnic Young Peoples Project
Communities & Equality Team
Community and Mental Health Team
Dorothy Stringer School
Elm Grove Primary School
Healthy Schools Advisory Service
Partnership Community Safety Team
ICT Support for Schools Team
Mosaic
Rise
Safety Net
School Nursing Team
Young Carers Team

Contents

		Page
1	Introduction	
1.1	Vision	3
1.2	Key points	3
1.3	The Equality Act and Ofsted School Inspection Handbook	4
1.4	Local and national data	4
2	Identifying and reporting bullying and prejudice-based incidents	
2.1	Purpose	5
2.2	Definitions	6
2.3	Reporting of bullying and prejudice-based incidents	6
3	Recording of bullying and prejudice-based incidents	
3.1	Introduction	7
3.2	Methods of recording	7
3.3	Victim or target and perpetrator	8
3.4	Incidents in the community / outside of school	8
4	Responding to bullying and prejudice-based incidents	
4.1	Introduction	9
4.2	Short term responses	9
4.3	Longer term responses	9
4.4	Informing and involving parents and carers	10
4.5	Working within Brighton & Hove's victim-focused approach to hate-crime	10
4.6	Risk assessment screening questions	
5	Reporting bullying and prejudice-based incidents	
5.1	Reporting to the school community	11
5.2	Reporting to the local authority	11
5.3	Reporting prejudice-based / hate incidents involving adults	12
6	Bullying and prejudice-based incident flow-chart	
Appendix 1	Definitions	14
Appendix 2	Example bullying and prejudice-based incident report form	19
Appendix 3	Bullying summary by type – return for the local authority	21
Appendix 4	Responding to homophobic, biphobic and other prejudiced language	22
Appendix 5	Using SIMS to Record Bullying and Prejudice-Based Incidents	24

1 Introduction: the purpose of the document

1.1 Vision

In Brighton & Hove we want all children and young people to feel safe and supported to achieve. Our vision is that every child and young person in Brighton & Hove should belong to a learning community which shares and celebrates common values of mutual care, equality, respect, rights and responsibility and is free of fear, harassment, and intimidation.

(Statement of Commitment, Brighton & Hove Equality and Anti-Bullying Strategy Group, 2012)

This guidance explains why the recording and reporting of bullying and prejudice based incidents by type is important; provides suggestions for how to do this and provides working definitions to enable schools to effectively identify, monitor and respond to bullying and prejudice-based incidents. Recording and monitoring is one important part of a school's activities to develop effective strategies for preventing and responding to bullying and to:

- Foster good relations;
- Advance equality of opportunity;
- Eliminate discrimination.

(Equality Act; 2010)

The previous system of reporting racist and religiously motivated incidents to the local authority using SIMS Behaviour Management system will be replaced by a request for schools to return their bullying data by type. See section 5.2 for more information on this. See Appendix 5 Using SIMS to record bullying and prejudice-based incident guide for information on how to use SIMS to record bullying and prejudice-based incidents by type.

1.2 Key Points

1. It is highly recommended that Schools and Academies use the SIMS Behaviour Management system to record bullying and prejudice-based incidents by type, but they are not required to do so.
2. Schools and Academies will be asked to return their data on bullying by type to the local authority (see Section 5.2 and Appendix 3) and this will be used alongside the Safe and Well School Survey data to monitor types and rates of bullying and inform the review and development of practice across Brighton & Hove. This data will form an annual report which will be shared with partners including schools. Individual schools will not be identified in this report.
3. The recording and monitoring of bullying and prejudice based incident data is a key feature of the Ofsted Inspection Framework, September 2012. Data collected by the school as part of this new process will help with Ofsted obligations around safeguarding as well as contributing to the requirements of the Equality Act, 2010.
4. Key benefits of effectively recording bullying and prejudice-based incidents on SIMS is that it enables schools to:
 - manage individual cases effectively
 - identify and track individual and group patterns of behaviour and develop effective interventions and prevention strategies
 - produce reports and monitor and evaluate the effectiveness of strategies
 - demonstrate defensible decision making in the event of complaints being made
 - engage and inform multi-agency teams as necessary.

1.3 The Equality Act 2010 and Ofsted

Recording all bullying and prejudice-based incidents is one of the ways in which a school may show that it has 'due regard' for fostering good relations, as well as eliminating discrimination, harassment and victimisation and thus demonstrate compliance with the Equality Act 2010. For more information on the Equality Act please visit [Pier2Peer](#) / Healthy Schools / Emotional Health and Wellbeing / Equalities

'The Importance of Teaching', the Schools White Paper 2010 (DfE, 2010), outlined the importance of addressing bullying behaviour in all its forms and placed significant emphasis on pupil, student and parent perception and experiences of bullying behaviour, and how it was dealt with.

The principles of school inspection as described in the 'Framework for School Inspection', September 2012 states that the inspection will focus on the needs of pupils and parents by *evaluating the extent to which schools provide an inclusive environment which meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation*. The 'Ofsted School Inspection Handbook', September 2012 states that inspectors will request logs of *racist incidents and incidents of bullying, including homophobic bullying*. Under the Behaviour and Safety judgement of the Ofsted Evaluation Schedule inspectors are asked to consider:

- *types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability*
- *the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people*

Inspectors will also find evidence of pupils' spiritual, moral, social and cultural development where pupils:

- *develop awareness and respect for diversity in relation to, for example, gender, race, religion, and belief, culture, sexual orientation and disability*
- *understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life.*

The Ofsted Report [No Place for Bullying](#); *How schools create a positive culture and prevent and tackle bullying*, 2012 makes several recommendations to schools including the following:

Schools should:

- *ensure that they are able to evaluate, at an appropriate time after any bullying event, how effective their action has been*
- *analyse their information about bullying to assess whether there are any patterns, trends or issues emerging*
- *use this analysis to plan future actions.*

1.4 Local and national data

In the Safe and Well School Survey (B&H: 2011) the most common reason that pupils and students gave for why they think they had been bullied was 'their appearance'; which could include prejudice-based bullying. When taken as a whole, various forms of 'prejudice-based bullying' (e.g. racist, faith based, homophobic, sexist and bullying because of a disability or special educational

needs) was also reported by large numbers of pupils and students. In addition, focus group discussions with secondary age students in a range of schools reveals that prejudiced language and in particular sexist language and language related to perceived ability of lack of ability is common within the school community.

The Ofsted Report *No Place for Bullying; How schools create a positive culture and prevent and tackle bullying*, 2012 similarly found that disparaging language was commonly heard in both primary and secondary schools.

Stonewall's [*The School Report*](#) 2012, a survey of more than 1, 600 gay young people found that 55 per cent had experienced homophobic bullying, 96 percent hear homophobic remarks such as 'poof' or 'lezza' used and 99 per cent hear phrases such as 'that's so gay' or 'you're so gay in school.

In school, 37 per cent of young people hear sexual name-calling on a daily basis. (*End Violence Against Women Poll*' conducted by YouGov, EAW 2010)

86 per cent of Gypsy, Roma and Traveller children are subjected to racist comments. (*This is who we are: A study of the experiences of Roma, Gypsy and Traveller children throughout England*. Children's Society 2007)

In a sample of children who stammer, 91 per cent reported being subjected to name calling. (Money, and Smith 1995) 'Bullying and the child who stammers', *British Journal of Special Education*, 22, 1, 24-27)

77 per cent of children and young people with a learning disability reported being verbally bullied. (*Bullying Wrecks Lives*, Mencap 2007)

2 Identifying and reporting bullying and prejudice-based incidents

2.1 Purpose

As has been stated in the introduction the key benefits of effectively recording bullying and prejudice-based incidents by type on SIMS is that it enables schools to:

- manage individual cases effectively
- identify and track individual and group patterns of behaviour and develop effective interventions and prevention strategies
- produce reports and monitor and evaluate the effectiveness of strategies
- demonstrate defensible decision making in the event of complaints being made
- engage and inform multi-agency teams as necessary.

To record bullying and prejudice-based incidents effectively schools will need to continue to develop the follow aspects of practice:

- Whole school, age appropriate understanding of the definitions of bullying, prejudice-based incidents and the different forms of prejudiced behaviour
- Training for school staff to effectively identify, challenge and record bullying and prejudiced based-incidents

2.1 Definitions

The process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. The definitions below and in Appendix 1 are based on recent national guidance and have been amended, developed and then agreed by Brighton & Hove's Equality and Anti-Bullying Strategic Group with the purpose of improving the identification, recording and monitoring of bullying and incidents by type.

It is recommended that schools record bullying and prejudice-based incidents separately. Both have the potential to do harm to individuals, groups and communities, both need to be recorded to gain a full picture of the experiences of pupils / students within the school community but responses to these behaviours will differ. In particular, the cumulative harm of on-going persistent bullying on mental health should be responded to.

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 social media or the internet). It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; ***Preventing and Tackling Bullying***

Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

Prejudice-based incident / Hate incident*

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

*Hate Incidents is the term widely used by the Police and other sectors to describe this type of incident. Schools in the pilot preferred the term prejudice-based incidents, but schools should be aware that at their most serious both bullying and prejudice-based incidents should be reported to the Police. See section 4.5

2.3 Reporting of bullying and prejudice-based incidents

Schools will need to ensure that as far as possible the community is one in which it is 'safe to tell' and safe to report bullying and one off incidents. Schools should have in place a variety of methods for pupils and students to self-report and for pupils and students and parents and carers to report bullying and incidents that have happened to a third party. Methods for reporting bullying include:

- Bully boxes
- Email addresses
- Text numbers
- Reporting to a tutor, teacher or named member of staff
- Peer mentors / Bully Busters

Staff need to be sensitive to pupil and student concerns about reporting. First and foremost children and young people are often concerned that reporting will make the situation worse and or that they will be labelled a 'snitch'. Schools will therefore need to consider how to counteract these concerns. There may also be particular concerns for some groups related to reporting. For example, pupils and students experiencing homophobic or biphobic bullying may be concerned that if they report the bullying then assumptions will be made about their sexual orientation or that they will need to 'come out'. Some pupils and students with particular special needs may also be identified as perpetrators and so may not be listened to when they report bullying. Black and Minority Ethnic pupils and students may worry that they are being disloyal to their school or their peers when it comes to disclosing their experiences of racism; particularly forms of racism which are as a result of others not understanding a particular culture or faith or are in the format of a 'joke' or 'banter'.

3 Recording of bullying and prejudice-based incidents

3.1 Introduction

Having definitions within school policy will provide a guide to staff and pupils and students in the identification of bullying and prejudice-based incidents. However, there will be times when it is difficult to know how to record bullying or a one-off incident on SIMS or on paper. For example; a child or young person with special education needs could experience bullying during which homophobic language is used. Therefore, staff will need to manage reporting discussions carefully, be sensitive to children and young people who could find it difficult to disclose, listen carefully to what is being said and for the purposes of recording use professional judgement to identify the main motivation behind the bullying or type of prejudice being expressed. Staff may also need to be mindful that it is the child or young person's perception of the type of bullying or incident rather than their own that should best inform how the incident is recorded. When recording, staff may have to identify the main cause 'best fit' and use notes sections on the reporting form or SIMS to record further detail.

3.2 Methods of recording

Schools will use a method of recording bullying and prejudice-based incidents that best suits their setting. This method should be easy for staff to complete and enable effective monitoring of the data so that it can be readily used to identify pupils or students for whom there are concerns and to review and develop whole school approaches to anti-bullying and fostering good relations. The system used should also enable schools to identify which cases are successfully resolved and to ensure follow-up of the most challenging and complex cases.

Some schools will use a paper report form such as the one in Appendix 2. Information from this can then either be inputted into SIMS or into another spreadsheet or method of logging. Some schools will want staff to input straight into SIMS. See the *Using SIMS to record bullying and prejudice-based incident guide* in Appendix 5 for information on how to record bullying and incidents on SIMS.

Recording on SIMS will have a range of benefits. For example, it will be straightforward to run reports and to track recurring incidents related to perpetrators or victims / targets. Staff in schools may need reassuring that a child or young person is not being labelled if for example they have been identified as a perpetrator of prejudice-based incidents. Children and young people should be provided with opportunities to make mistakes, make amends and learn from their mistakes without being labelled. However, the recording of incidents against named perpetrators does ensure that should an incident be repeated the school may wish to take a different approach it also

has the potential to safeguard children and young people who may be a target of a range of incidents. In a pilot school, the use of SIMS identified that incidents were being perpetrated by the members of the same family; leading to discussions with parents.

The behaviour incident data in SIMS is not routinely transferred between schools. However, primary schools may wish to inform secondary schools if they know of children who are repeat perpetrators or victims / targets of bullying and prejudice-based incidents.

Secondary Schools that enable parents and carers to see the behaviour area of SIMS will need to communicate with parents and carers about how bullying and incidents are recorded and enable parents and carers to fully understand what is meant by their child being a perpetrator or target / victim. In best practice parents and carers would know about any incident prior to them being able to view it on SIMS. Reminders that recording is in the best interests of the whole school community and in the development of prevention may be helpful to parents and carers.

Both paper based methods and SIMS additionally require that schools have robust systems for dealing with and responding to the incident or the bullying.

3.3 Victim or target and perpetrator

There may not always be a clear victim / target or there may be multiple victims or targets or you may not know who the perpetrator is e.g. Graffiti. The incident should still be recorded with as much information as is available. On SIMS this may include using the comments box to add detail.

3.4 Incidents in the community / out of school

School staff may be told of incidents that have taken place outside of school. Schools are reminded that *Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.* In addition: *The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.* (Behaviour and discipline in schools; A guide for head teachers and school staff Department for Education, 2012).

Particularly, in the case of cyberbullying schools will need to be prepared to act; including making a record of this bullying. Schools are referred to local and national guidance available on [Pier2Peer](#) to support them to tackle cyber-bullying effectively. Staff will have to use their professional judgment as to which out of school incidents to record; however any serious prejudice-based incident or bullying should be reported through the Anti-social behaviour and Hate Crime Reporting Form as described in Section 5.3.

There may be occasions when the police become aware of incidents in the community involving children and young people and the Neighbourhood Schools Officer will want to discuss these with the school or ask whether any similar incidents or patterns of behaviour have been exhibited in schools. The Neighbourhood Schools Officer will do their best to ensure that schools are kept informed of incidents in the community which may impact on behaviour within the school.

4 Responding to bullying and prejudice-based incidents

4.1 Introduction

School policies will set out how bullying and prejudice-based incidents should be managed and dealt with. Sections 4.2 and 4.3 contain some guidance on short and long-term responses and Appendix 4 contains a guidance sheet on challenging homophobic language; this format can be used to respond to a range of prejudiced language.

4.2 Short term responses

- Take firm swift action in cases of violence and aggression – if immediate response required arrange attendance by the police. Call your Neighbourhood Schools Officer or in an emergency 999
- Ensure the victim / target feels supported and is given space and the opportunity to talk about the incident
- If a bullying incident refer to your Anti-Bullying Policy
- Involve the parents and carers of victims / targets and perpetrators
- Identify a response in line with the seriousness of the incident, in cases which have been handed over to the Police they will run the investigation
- Respect the wishes of the victim / target in terms of a response unless there are safeguarding concerns or if they answer yes to any of the four risk assessment questions which would require that action is taken (see Section 4.6)
- Avoid being confrontational with the perpetrator and challenge their behaviour and ideas rather than them
- Help the perpetrator understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- Provide some time and space to allow the perpetrator to reflect on their behaviour or calm down before taking any follow-up action or talking through the incident further
- If the perpetrator has made inaccurate statements, point these out, question stereotypes and counter prejudice by providing accurate information
- Consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- Let other pupils or students that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- Keep the victim / target and their parents and carers informed about progress and any actions taken
- Record on SIMS whether the incident has been resolved, particularly whether the victim / target and parents / carers are satisfied with the outcome

4.3 Longer term responses

- The victim/s and target/s and perpetrator/s may require longer term support. Your school may have a peer mentoring or 'buddy' scheme and you may wish to contact a support service such as a specialist community and voluntary sector service or a services such as the Youth Service or from the Community Mental Health and Wellbeing Team.
- When responding to incidents it is important to remember that it is not only a disciplinary matter. Your school's attitudes and procedures in relation to incidents play a part in the spiritual, moral, social and cultural education of pupils and students and also to their personal, social, health and citizenship education.

- Incidents can provide an opportunity to reinforce the school's equality policy and/or Anti-bullying policy, through assemblies, newsletters, and circle-times. They can also provide learning opportunities for pupils to discuss issues of diversity, discrimination and equality through PSHE, citizenship and the whole curriculum.
- The monitoring of the bullying and prejudice-based incident data may lead to improvements and developments in the whole school approaches and to the curriculum. For local resources and links to national resources visit [Pier2Peer](#) and or email a request to healthy.schools@brighton-hove.gov.uk
- Following a serious incident, schools should consider reviewing their whole school approach to preventing and responding to incidents. This may include a focus on the curriculum and an action-plan to be included into the school's improvement plan and as one of the school's equality objectives.

4.4 Informing and involving parents and carers

Parents and carers may sometimes feel intimidated on entering schools and if a prejudice-based or bullying incident has occurred it can be an emotive time for all involved. Keeping parents and carers informed of their rights, communicating that you take incidents seriously, and want to know when they occur as well as actions taken can help them feel empowered. Consider detailing the anti-bullying and prejudice-based incident recording process for new parents / carers in your schools' welcome pack along with details of your schools' complaints process.

4.5 Working within the Brighton & Hove wide victim-focused approach to hate incidents and hate crime

In Brighton & Hove, a new victim focused, harm based approach to hate crime, hate incidents and anti-social behaviour has been introduced by public and voluntary sector partners whereby the risk of harm to victims / targets is assessed based on three themes; Frequency, Vulnerability and Impact. If the risk to a victim or target is high, a multi-agency response will be facilitated. This change follows the Fiona Pilkington case where mother and daughter had been subjected to a series of low level disability hate crime incidents that when considered separately would not have seemed serious. However the impact on Fiona and her daughter was great and ultimately led to their deaths.

Therefore, schools are being asked to ask the screening questions of the victims / targets of bullying or prejudice-based incident or incidents.

4.6 Risk Assessment screening questions

- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

Whenever an incident or bullying occurs schools should ask these four questions. If the victim or target answers yes to any of the four questions then the school should contact their Neighbourhood Schools Officer (NSO) who will complete a full risk assessment and if necessary coordinate a multi-agency response. This will ensure in partnership with the school that the victim / target are fully supported.

5 Reporting bullying and prejudice-based incidents

5.1 Reporting to the school community

Schools will want to ensure that appropriate aspects of their bullying and prejudice-based incident data is reported to all members of the school community. Schools that participate in the Safe and Well School Survey may want to report both sets of data together. The level of data shared will depend on the needs of particular groups within the school community. Governors may wish to see detailed data sets in order to support monitoring, analysis and target setting. Parents and carers will want to know if there have been increases and decreases and the action that is being taken as a result of the data analysis. School Council members may also want to see the detailed data and schools will want to report successes in reducing the amount of bullying report to all pupils and students. Staff will want to know which forms of bullying and prejudice-based incidents are particularly widespread in order to increase their vigilance in responding to it and in developing the curriculum.

Schools are advised to appropriately share this data as part of the equality information required under the Equality Act, but will need to give careful thought to the level of data shared and contextual information that goes with it.

5.2 Reporting to the local authority

Schools and Academies are asked to return on a termly basis their bullying data by type. The types of bullying being asked for are the prejudice-based forms of bullying under the equality act protected groups:

- Disability
- Ethnicity / Race
- Gender Identity
- Religion / belief
- Sex
- Sexual Orientation

The pilot group for this return suggested adding special needs and medical conditions to the disability category and the addition of appearance (as this is the single biggest reason for bullying in the Safe and Well School Survey) and Home Circumstances to cover bullying related to class and background, children on free school meals, young carers etc.

The data can be collected in whichever way suits the school and the totals added to the local authority report form in Appendix 4. Please e mail your completed form (nil returns are required) to: schools.data@brighton-hove.gov.uk by week 2 of each term. Alternatively run a SIMS report following guidance in Appendix 5.

The return of this data will:

- Support schools to record bullying by type as required by Ofsted
- Result in City Wide monitoring of bullying by type alongside the Safe and Well School Survey and an annual report to schools and community and voluntary sector partners and groups such as the Racial Harassment Forum
- Inform commissioning and the provision of support services to schools

This data is seen of being important by key groups in the City such as the Racial Harassment Forum, LGBT Community Safety Forum and the Disability Hate Incident Forum. In addition, Phélim Mac Cafferty; Deputy Leader, Brighton and Hove City Council and Sue Shanks; Chair of the Children & Young People Committee fully support this change in policy and state the following:

Brighton & Hove City Council is committed to tackling inequality and as part of this aim to ensure that all children are happy, healthy and safe. We are asking schools to return their bullying data so that we can monitor the prevalence of types of bullying and use this to inform strategic developments across the City. We are delighted that Brighton & Hove was awarded first place in Stonewall's Education Equality Index and this demonstrates the commitment of schools to fostering good relations, promoting equality of opportunity and eliminating discrimination and harassment. However, we all recognise that there is more work to do in tackling inequality and hope that schools will support city wide work by returning their data.

5.3 Reporting Prejudice-based / Hate Incidents involving adults

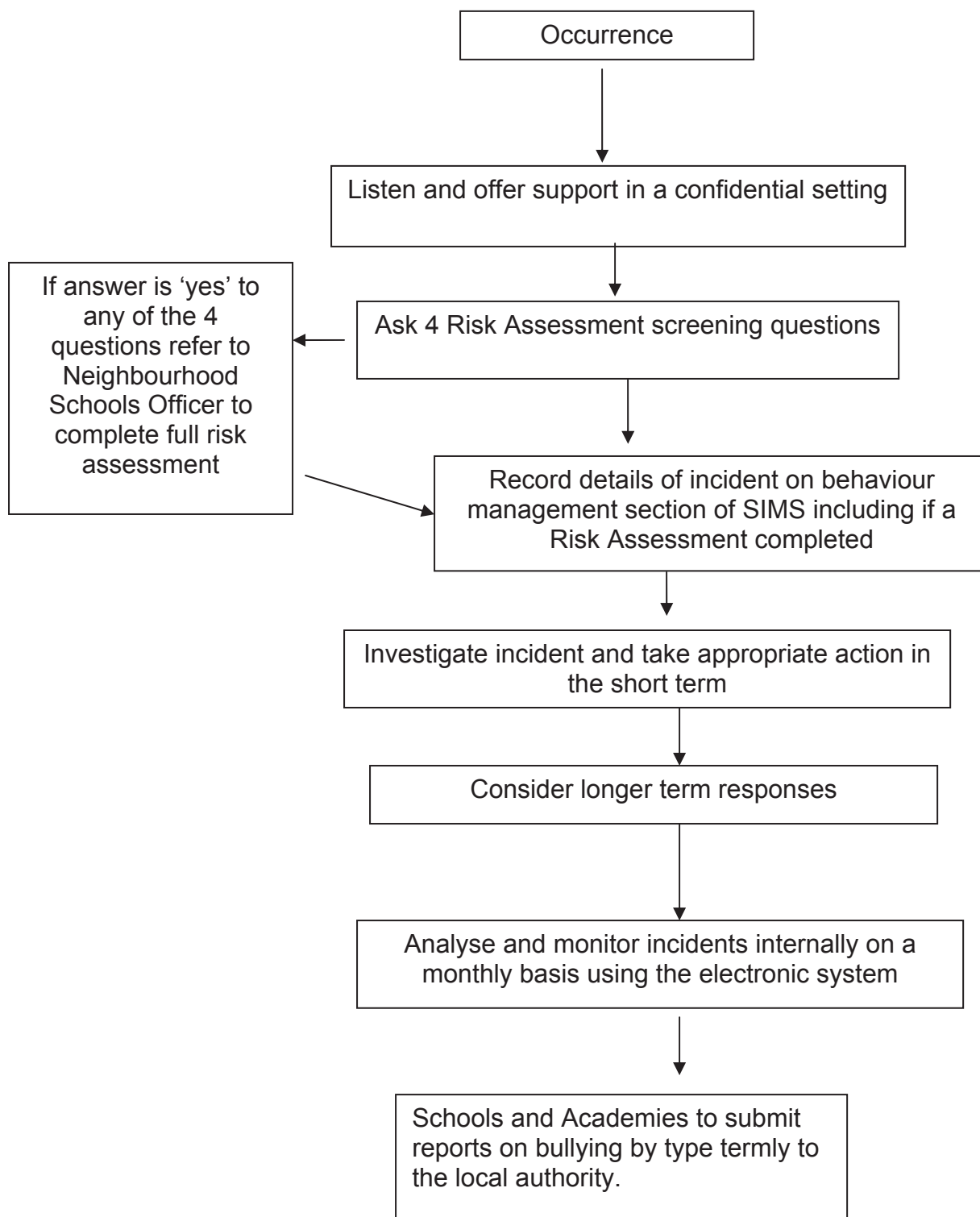
Schools are encouraged to report incidents involving adults in and around the school community. Similarly schools may be asked to or may offer to support families suffering from prejudice or hate crimes in their community to report. Some schools may wish to publicise the information below on their school websites.

Hate incidents and anti-social behaviour can be reported directly to a specialist Casework Team within a combined police and council team. Vulnerability and risk are assessed for each incident and the team will either directly support victims or refer cases on to reduce harm and resolve issues.

A duty phone line, 01273 292735, is staffed on weekdays between 09:00 and 17:00, an answer machine is operation out of office hours or the team can be emailed direct on communitysafety.casework@brighton-hove.gov.uk

Hate incidents and anti-social behaviour can also be reported directly to the police by calling 101 or 999 in an emergency.

6 Bullying and prejudice-based incident flow chart



Appendix 1

Brighton & Hove Equality and Anti-Bullying Strategy Group Definitions

Definitions can be problematic. However, the process of examining, debating and reviewing definitions is vital to anti-bullying and equality work. The following definitions are based on recent national guidance and have been amended, developed and then agreed by Brighton & Hove's Equality and Anti-Bullying Strategic Group with the purpose of improving the identification, recording and monitoring of bullying and incidents by type. The definitions are provided here to stimulate discussion, and to inform the statements and definitions that appear within individual school / college / settings policies. School / College staff and pupils / students will then be able to use them as a guide when identifying, recording and reporting bullying and incidents.

This document separates out bullying and one-off prejudice incidents. Both have the potential to do harm to individuals, groups and communities, but responses to these behaviours may differ. In particular, the cumulative impact of on-going persistent bullying on mental health should be recognised and acted on.

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 social media or the internet). It can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular groups, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

Adapted from; Preventing and Tackling Bullying Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011

Prejudice-based incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice related incident. In some settings prejudice-based incidents are referred to as Hate Incidents.

*Hate Incidents is the term widely used by the Police and other sectors to describe this type of incident. Schools in the pilot preferred the term prejudice-based incidents, but schools should be aware that at their most serious both bullying and prejudice-based incidents should be reported to the Police. See section 4.5

Bullying and prejudice-based incident behaviours

Prejudice-based incidents and bullying can be perpetrated using the following behaviours:

Cyberbullying	Internet, mobile phones, blackberry messenger, social media
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures

Physical	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.
Possession / distribution of offensive materials	This could be materials or publications that seek to promote extremist and prejudiced views such as racist literature.
Sexual abuse / harassment	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching
Verbal Abuse	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.

Further definitions: cyberbullying / sexual bullying

Cyberbullying

Cyberbullying can be defined as the use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Adapted from; *Cyberbullying; Safe to Learn*, Department for Children, Schools and Families, 2007

Sexual Bullying

All forms of bullying and particularly sexist, homophobic and transphobic bullying can have a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. Sexual bullying may be referred to as sexual harassment.

Adapted from *Preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn* Department for Children, Schools and Families, 2009

Types of bullying / prejudice-based incidents

It is important for learning communities to be able to identify, record and monitor the different types of bullying and in particular bullying or incidents affecting those with protected characteristics as described under the Equality Act. All members of the school are protected under the Equality Act, 2010 from discrimination on the basis of:

- Age (adults only)
- Disability
- Gender reassignment
- Marriage or civil partnership (adults only)
- Pregnancy & maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

It is recommended that schools record all bullying and one off incidents resulting from prejudice against one or more of the protected characteristics above. However, children and young people outside of these groups may also experience bullying as a result for example of being overweight, or wearing glasses or having red hair. This can be recorded as bullying / incident related to appearance. It should also be remembered that someone from one protected group can be prejudiced against other members of that group.

In addition to children and young people with protected characteristics there are other vulnerable groups who may be targeted for bullying or other forms of harassment and abuse. Learning communities will need to decide whether or not to keep records and monitor bullying related to these groups.

Example additional vulnerable groups

- Looked after children
- Pupils known to be eligible for free school meals
- Pupils from low income backgrounds
- Those who are academically more or less able / those with speech and language difficulties
- Children and young people with mental health issues
- Young carers
- Homeless
- Children of prisoners
- Those newly arrived in the country / asylum seekers

Brief definitions: types of bullying / incidents as requested in the local authority bullying return

Appearance	Hair colour, body shape, clothing etc
Disability / Special Needs / Medical condition	Real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd) or association with someone with a disability / special need
Race / Ethnicity	Ethnic origin, skin colour, national origin, culture, language, real or perceived or because of their association with someone of a particular ethnicity, culture etc (racism)
Gender Identity	Transgender, perceived to be transgender, someone whose gender or gender identity is seen as being different to typical gender norms, or someone who has a transgender family member. Language/stereotyped perceptions of gender (sissy, butch, she/ he, gender bender, tranny) (transphobia).
Religion / Belief	Beliefs, faith, mistaken identity, lack of faith (Islamophobia and anti-Semitism for example). It may also be because of a perception or assumption about religion or belief (which may or may not be accurate), or because of their association with someone of a particular religion or belief.
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc (sexism)
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family / friends and/or homophobic / biphobic abuse and language used. Bisexual people may experience homophobic bullying but they are also

	likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'.
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Extended definitions of types of bullying

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. This can affect:

- Young people who are lesbian, gay or bisexual (LGB).
- Young people who are thought to be lesbian, gay or bisexual.
- Young people who are different in some way – they may not act like the other boys or girls.
- Young people who have gay, lesbian or bisexual friends, or family, or parents/carers are gay, lesbian or bisexual.
- Teachers, who may or may not be lesbian, gay or bisexual.

Adapted from *Homophobic Bullying; Safe to Learn* Department for Children, Schools and Families, 2007

Biphobic bullying

Bisexual people may experience homophobic bullying but they are also likely to experience biphobia, that is, prejudice which is specifically related to their bisexual identity. Biphobia often takes the form of stereotypes: for example, that bisexual people are 'greedy', 'promiscuous' or 'confused'. Bisexual people can experience biphobic prejudice from both heterosexual people and lesbian and gay people".

Bullying that targets disabled children and children with Special Educational Needs

Behaviour by an individual or group repeated over time that intentionally hurts disabled children or those who Special Needs either physically or emotionally or those who are perceived to have special needs or a disability or because of their association with someone with a special need or disability.

Bullying can involve verbal taunts, name calling, physical injury, and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the disabled pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through social media (cyberbullying). Some children with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Adapted from *Bullying Involving Children with Special Educational Needs and Disabilities; Safe to Learn*, Department for Children, Schools and Families, 2008

Racist bullying

This is behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, community, national origin or national status. It may also be because of a perception or assumption about ethnicity or culture (which may or may not be accurate), or because of their association with someone of a particular ethnicity, culture etc (for example a parent/carer).

Adapted from *Bullying around racism, religion and culture*, Department for Education and Skills, 2005

Bullying based on religion or belief

This behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally and makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their religion, belief or lack of religion or belief. It may also be because of a perception or assumption about religion or belief (which may

or may not be accurate), or because of their association with someone of a particular religion or belief (for example a parent/carer).

Sexist bullying

This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Adapted from *Preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn*, Department for Children, Schools and Families, 2009

Transphobic Bullying

'Trans' is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms. Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.

Transphobic bullying is commonly underpinned by sexist attitudes and can affect any child or young person. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Adapted from *Preventing and responding to sexist, sexual and transphobic bullying, Safe to Learn* Department for Children, Schools and Families, 2009

Appendix 2 – Example Bullying and Prejudice Based Incident Report Form

Report form completed by: _____ Date of Report: _____

Type of report: Bullying Prejudice-based incident

Initial report made by: Target Perpetrator or

Third Party: Staff Child / young person Parent / carer Other

BULLYING / INCIDENT WAS TO DO WITH – tick the main focus of the bullying or incident (record other details in the next form.)		✓
Appearance	Hair colour, body shape, clothing etc	
Disability / Special Needs / Medical condition	Real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories (related derogatory language for example: retard / spaz / geek / nerd)	
Ethnicity / Race	Ethnic origin, skin colour, nationality, culture, language, real or perceived (racism)	
Gender Identity	Transgender, perceived to be transgender or someone who does not fit with gender norms or stereotypes or who has a transgender family member. Language / stereotyped perceptions of gender (sissy, butch, she/he, gender bender) (transphobia)	
Religion / Belief	Beliefs, faith, lack of faith real or perceived (Islamophobia and anti-Semitism for example)	
Home Circumstances	Class background, low income, free school meals, young carer, looked after (chav, posh)	
Sex	Based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Language such as bitch, slag etc	
Sexual Orientation	Related to sexual orientation or perceived orientation of target or target's family and/or homophobic / biphobic abuse and language used.	
Other	Please describe:	

BEHAVIOUR INVOLVED IN THE BULLYING / INCIDENT – tick the main behaviour used in the bullying or incident (record other details in the next form.)		✓
Cyberbullying	Internet, mobile phones, blackberry messenger, social media	
Damage to property	Damage, interference, withholding, demanding or stealing of personal possessions, money and loaned or allocated equipment/resources, graffiti	
Indirect / social	Not being spoken to or being excluded, or left out of activities, gossiping, spreading rumours, dirty or intimidating looks, gestures	
Physical Abuse (against staff)	Pushing, kicking, hitting, pinching, tripping, spitting or any other form of violence or physical force.	
Physical Abuse (against pupil / student)		
Possession / distribution of offensive materials	Disseminating inappropriate materials	
Sexual abuse / harassment (against staff)	Suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate, groping / inappropriate touching	
Sexual abuse / harassment (against pupil / student)		
Verbal Abuse (against staff)	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, personal threats, nasty comments or 'jokes' or persistent teasing and taunting.	
Verbal Abuse (against pupil / student)		
Other	Please describe:	

WHERE DID THE BULLYING TAKE PLACE? – tick <u>all</u> that apply				✓
Bus	Corridor	Street		
Canteen	Park	Taxi		
Classroom	Playground	Toilets		
Cloakroom/locker	Other (please describe)			

Details of Reported Bullying / Incident

Name and Age/Year/Tutor Group of Target/s*: _____

*some incidents may not have a target

Name and Age/Year/Tutor Group of Perpetrator/s: _____

Risk Assessment screening questions

- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the answer is yes to any of these questions refer to the Neighbourhood Schools Officer for a full risk assessment.

Please give a description of bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

If appropriate to your setting: Restorative approaches used? Yes / No

Follow-up

Report form completed by: _____

Date of Report: _____

Date recorded on SIMS _____

Appendix 3

**Bullying Summary by Type
Academic Term Ending _____**

School Name

School Number

Please complete the boxes below with the total numbers of bullying cases recorded for the academic year, relating to:

Appearance	0
Disability / SEN / Medical condition	0
Home circumstances	0
Gender Identity	0
Race or Ethnicity	0
Religion or Belief	0
Sex	0
Sexual orientation	0
Other	0

Form completed by

Date

**Please e mail your completed form (nil returns are required) to:
bullying.data@brighton-hove.gov.uk by week 4 of each term.**

Appendix 4

Responding to homophobic, biphobic and other prejudiced language

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's *The School Report* (2012), ninety six percent % gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all, (99 per cent) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

'The misuse of the word 'gay' meant that it was only when I was sixteen I knew what the word really meant. I think it's important that teachers challenge the use of the word 'gay' as a negative term. They should encourage kids to use other words as an alternative, such as 'rubbish'. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian or gay, or questioning their sexuality.' Joe, Allsorts

A Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry until you regain control
- If appropriate remove them from an audience or the scene of the incident, although be clear with the whole group that the language / behaviour was unacceptable
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals and so allowing the challenged child/person to still feel OK and able to move on
- Build a sense of empathy, co-operation and shared rules "we all agreed..." "how would you feel if..." Linking back to ground rules at all times
- Be firm and clear about diversity and rights – and what is not acceptable. This should be supported by policy
- Show upset and hurt if appropriate
- Search for the personal, individual concerns which may lie behind their words or reflect
- Use stories/scenarios as distancing techniques – to help find solutions to issues that have arisen within the group
- If required by school policy / the law record the incident for monitoring purposes and report to relevant school personnel.

B Challenging homophobic language: a 'palette' of responses

It is important that homophobic language is challenged, but the challenge or response will depend on a variety of factors including the age and understanding of the person using the language and their intention. This section offers a variety of responses for different situations and for different age groups (Key Stages 1-4). This script can be adapted for use in challenging all forms of prejudice.

Institutional response	<p><i>In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.</i></p> <p><i>The ground-rules we agreed at the beginning of the session said we would show respect to each other.</i></p> <p><i>The anti-bullying policy says that homophobic language is not tolerated.</i></p> <p><i>The school/youth centre policy says that we are all responsible for making this a safe place for everyone. That kind of language is homophobic and makes people feel unsafe. Therefore it is unacceptable.</i></p>
Question	<p><i>What do you think that word means?</i></p> <p><i>What makes you think that?</i></p> <p><i>Do you mean that as a compliment or an insult?</i></p> <p><i>Do you realise that what you said is homophobic?</i></p> <p><i>Would you be happy if someone talked like that about your sister?</i></p> <p><i>Can you explain what you mean by calling that 'gay'?</i></p> <p><i>How would you feel if someone spoke about you in that way?</i></p>
Confront	<p><i>Language like that is not acceptable.</i></p> <p><i>You might not think that remark's offensive, but many would.</i></p> <p><i>Let's talk about why people think like that.</i></p>
Personal response	<p><i>I'm not happy with what you said.</i></p> <p><i>Homophobic language offends me. I don't want to hear it again.</i></p> <p><i>What you've said really disturbs/upsets/angers me.</i></p> <p><i>I'm really surprised and disappointed to hear you say that. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homophobic language.</i></p>

Appendix 5

Using SIMS to Record Bullying and Prejudice-Based Incidents

Section 1 – Overview

The purpose of this document is to assist schools in using SIMS to record bullying and prejudice-based incidents. This will enable the effective monitoring of bullying and incidents and support schools to meet the requirements under the Equality Act and the Ofsted Inspection Schedule.

Recording of bullying and incidents will take place in the behaviour management section of SIMS. The system will need to be set-up in order to record bullying and prejudice based-incidents. See Section 2, '**For the SIMS Manager**' and see the guidance document for definitions of example bullying and prejudice based incidents.

The screenshot shows the '1 Details' form in SIMS. It contains the following fields and sections:

- 1** Type: A dropdown menu.
- Points Defined: A text input field.
- 2** Type Of Bullying: A text input field.
- Additional Types: A table with columns 'Description' and 'Points'. There are 'New' and 'Delete' buttons to the right.
- 3** (points to the table area)
- 4** Activity: A dropdown menu.
- Location: A dropdown menu.
- Date: A date picker showing 08/05/2012.
- Time: A time picker.
- 5** Comments: A large text area.
- Recorded On: A date picker showing 08/05/2012.
- Status: A dropdown menu.
- Recorded By: A text input field containing 'Mrs Gillian Grosvenor'.

1.1 Type

PREJUDICE-BASED INCIDENT
BULLYING

You will then be able to record the main focus of the bullying or incident:

1.2 Type of Bullying*

Appearance
Disability/SEN/Medical Condition
Gender identity
Home circumstances
Other
Race/Ethnicity
Religion/Belief
Sex
Sexual Orientation

* This is the subset of types offered when either PREJUDICE-BASED INCIDENT or BULLYING is selected in box 1; it is essential that a 'main focus' type is selected.

You can then record the behaviour that occurred:

1.3 Other Types

PREJUDICE-BASED INCIDENT } should be chosen as the first step (box 1)
BULLYING } to 'open up' the Type of Bullying codes

Physical – against staff

Physical – against pupil/student

Verbal Abuse – adult

Verbal Abuse – pupil

Damage to property

Cyberbullying

Social/Indirect

Sexual abuse

Possession/distribution of offensive materials

Defiance

Disruptive behaviour

Fighting

Homework

Illicit substances

Inadequate Work in Class

Insolence

Not equipped for lessons

Persistent lateness to school

Persistent lateness to lessons

Persistent homework failure

Smoking

Theft

Truancy

Uniform/jewellery etc

Disruption

Missed detention

The highlighted behaviours are those which are used in bullying or prejudice based incidents. The other behaviours will be utilised outside of bullying or prejudiced behaviours.

1.4 Location

This list can be amended to reflect the list on the Bullying and Prejudice based incident report form, if required, left as standard or made specific to your school.

1.5 Comments

There is space to record what action you have taken and a free text '**comments**' box to include any other relevant information or longer term responses.

The comments box may be used when there is more than one type of prejudice expressed in the bullying or incident or when a range of behaviours have been used.

1 Details

Type: PREJUDICE-BASED INCIDENT Points Defined: 1

Type Of Bullying: Race/ethnicity

Additional Types:

Description	Points
Verbal Abuse - Pupil	1

New
Delete

Activity: Information & Communications Technology Location: Classroom

Date: 10/07/2012 Time: Morning Lessons

Comments: Joe Agathocleus and Ben Abbott were repeatedly calling Tyler Patrick a 'pikey' during ICT this morning.

Recorded On: 11/07/2012 Status: Resolved

Recorded By: Mrs Gillian Grosvenor

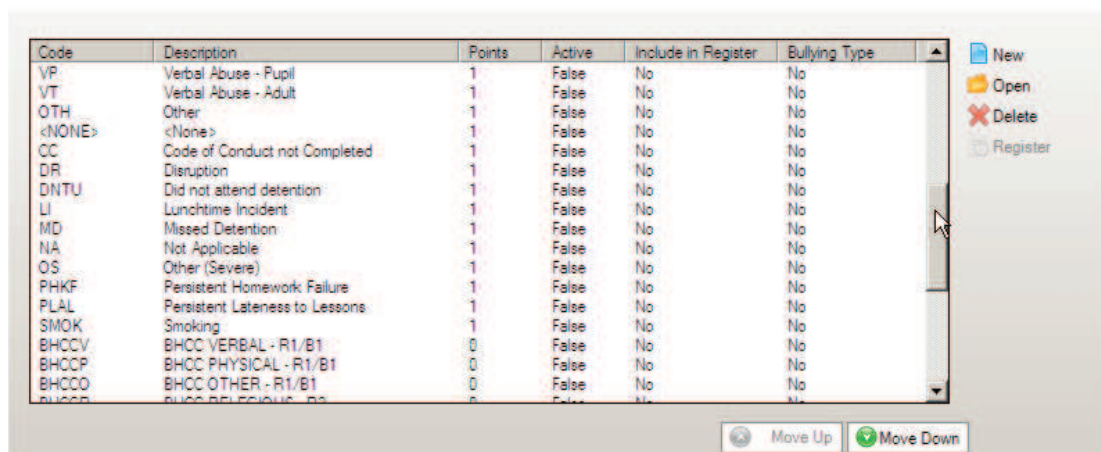
The following pages provide guidance on how to ensure that your school SIMS system is setup with the recommended set of behaviour codes.

Section 2 – For the SIMS System Manager

It is necessary to ensure that the **types** of behaviour you want to record are setup within SIMS.

To do this, go to Tools | Setups | Behaviour Type

The following screen (or similar) will be displayed:



The screenshot shows a list of behaviour types in a table. The columns are Code, Description, Points, Active, Include in Register, and Bullying Type. The table contains 20 rows of data. To the right of the table are buttons for New, Open, Delete, and Register. At the bottom of the table are Move Up and Move Down buttons.

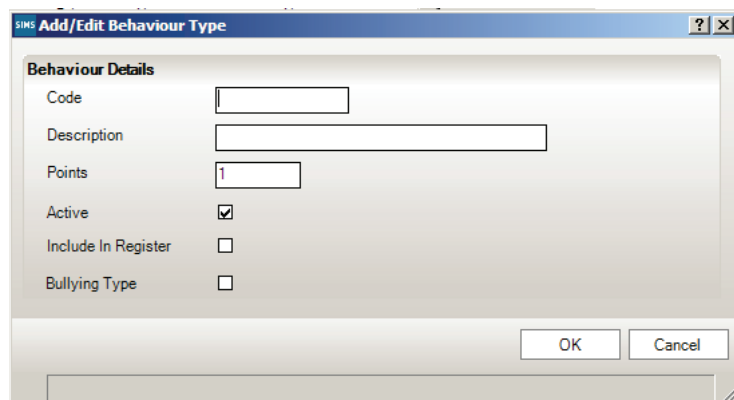
Code	Description	Points	Active	Include in Register	Bullying Type
VP	Verbal Abuse - Pupil	1	False	No	No
VT	Verbal Abuse - Adult	1	False	No	No
OTH	Other	1	False	No	No
<NONE>	<None>	1	False	No	No
CC	Code of Conduct not Completed	1	False	No	No
DR	Disruption	1	False	No	No
DNTU	Did not attend detention	1	False	No	No
LI	Lunchtime Incident	1	False	No	No
MD	Missed Detention	1	False	No	No
NA	Not Applicable	1	False	No	No
OS	Other (Severe)	1	False	No	No
PHKF	Persistent Homework Failure	1	False	No	No
PLAL	Persistent Lateness to Lessons	1	False	No	No
SMOK	Smoking	1	False	No	No
BHCCV	BHCC VERBAL - R1/B1	0	False	No	No
BHCCP	BHCC PHYSICAL - R1/B1	0	False	No	No
BHCCO	BHCC OTHER - R1/B1	0	False	No	No
BHCCB	BHCC BULLYING - R1/B1	0	False	No	No

It is now necessary to add the types of behaviour you want to record. Each type must have a code and a descriptor.

The full recommended code set is detailed in section 1.3 (page 2).

How to Add a New Behaviour Type

Click on **NEW** to display the following screen:



The screenshot shows the 'SIMS Add/Edit Behaviour Type' dialog box. It has a title bar with a question mark and a close button. The dialog is titled 'Behaviour Details' and contains the following fields and controls:

- Code: A text input field.
- Description: A text input field.
- Points: A text input field containing the value '1'.
- Active: A checked checkbox.
- Include In Register: An unchecked checkbox.
- Bullying Type: An unchecked checkbox.
- OK and Cancel buttons at the bottom right.

Next to **Code**, add letters that describe the behaviour you want to record. For example to create a behaviour type for PREJUDICE-BASED INCIDENT (see over):-

- Code** PRJ
- Description** PREJUDICE-BASED INCIDENT *
- Active** Make sure this is ticked or you will not be able to use it.
- Include in register** Tick this if you want your class teachers to be able to record the behavioural incident when they take the register or lesson monitor.
- Bullying type** Tick this to then be able to insert 'motivation' (bullying type) when recording the incident.
- Points** You can opt to increase the number of points awarded to any type of incident. If you are targeting a specific type, you can increase the points tally for this type of event.

The screenshot shows a window titled 'SIMS Add/Edit Behaviour Type'. Inside, there is a section 'Behaviour Details' with the following fields and values:

- Code: PRJ
- Description: PREJUDICE-BASED INCIDENT
- Points: 1
- Active:
- Include In Register:
- Bullying Type:

At the bottom right of the dialog are 'OK' and 'Cancel' buttons.

* we recommend you that you enter the Description in uppercase to identify it as code that will then allow you to add a Type of Bullying.

Repeat the New Code process for the following behaviour type:

Behaviour Type	Code	Description
BULLYING	BULL	Repetitive, intentional hurting of an individual by another

You can continue to add other codes shown in the recommended list on page 2. However, ensure that you do not tick the Bullying Type for these others.

You can 'deactivate' existing codes from the list that is displayed when adding a new incident. We recommend that you do this for the 'BHCC – R1/B1' etc codes (issued in the Racist and Religiously Motivated Incident (RRMI) SIMS reporting guidance), with immediate effect.

NB. You cannot delete codes that have previously been used in the system, no matter how long ago.

Creating a List of Types of Bullying

Now that you have updated the list of Behaviour Types, you need to amend which codes are displayed under 'Type of Bullying' (this relates to prejudice-based incidents as well as bullying).

These fields can be found via **Tools/Lookups/Maintain/Type of Bullying**.

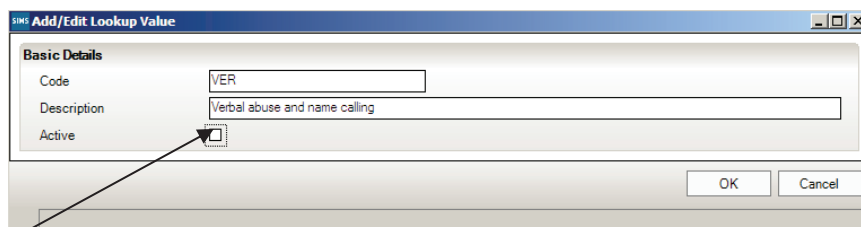
The suggested codes and descriptions are as follows and guidance on how to create a new code can be found on page 3.

Code	Description
B_SEX	Sex
B_SEN	Disability/SEN/Medical Condition
B_RRC	Race/ethnicity
B_RBL	Religion/belief
B_SEXO	Sexual Orientation
APP	Appearance
GEN	Gender Identity
HOME	Home Circumstances
B_OTH	Other

To replicate this list, it will be necessary to amend the description of some existing codes e.g. B_OTH will change from Bullying-Other to just Other, as well as adding some new ones.

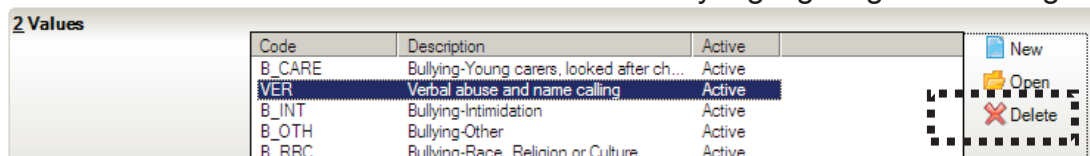
To Deactivate Codes

Double-click on the code that you wish to 'hide' to be presented with the following screen:



Deselect the tick in the Active box

NB. Codes that have *never* been used can be deleted by highlighting and clicking Delete.



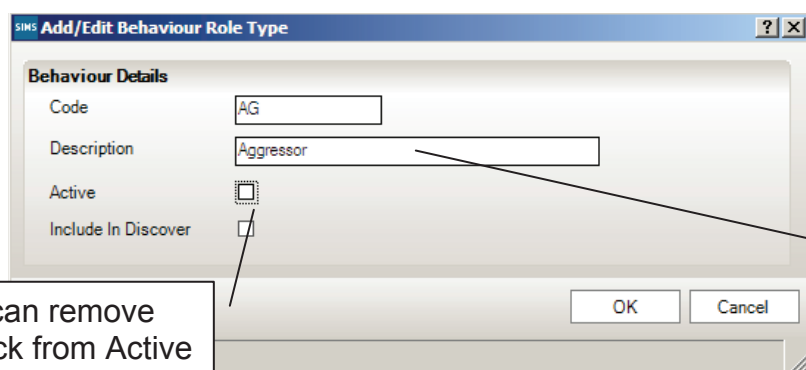
Code	Description	Active
B_CARE	Bullying-Young carers, looked after ch...	Active
VER	Verbal abuse and name calling	Active
B_INT	Bullying-Intimidation	Active
B_OTH	Bullying-Other	Active
B_RRC	Bullying-Race, Religion or Culture	Active

Behaviour Role Types

A number of 'role types' are available for assignment to pupils/students when recording a behaviour incident. We would recommend that you change/hide some of these so that the list reflects the list below:

Current Description	Changes required (if any)
Participant	No change required
Target	No change required
Aggressor	Change description to ' Perpetrator '
Witness	Deactivate
Bystander	No change required

These changes can be made by going to: **Tools | Setups | Behaviour Role Types**



You can remove the tick from Active to deactivate/hide the code

You can edit the description e.g. from Aggressor to Perpetrator

Reporting in SIMS

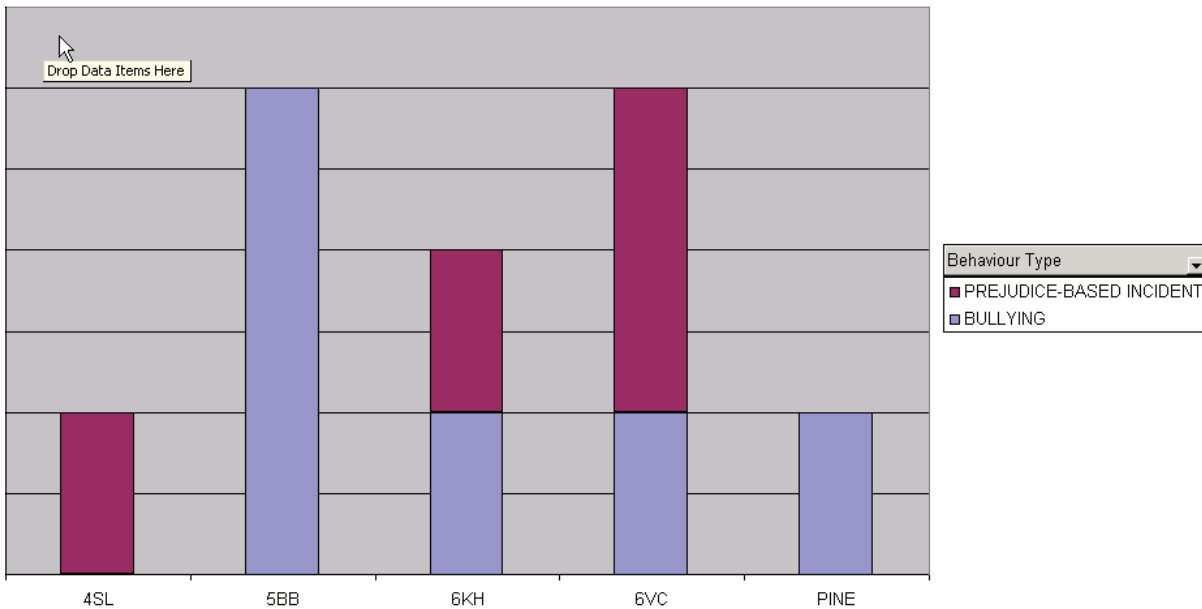
There are a number of predefined reports available in SIMS .net that focus on behaviour. These can be found via Reports | Run Report in the following Focus folders:

- Student
 - Behaviour Incidents
 - Achievements/Behaviour Incidents
 - Student Behaviour Review

Examples of all of these reports can be found in the report catalogue that is accessed via the Documentation button on the home page in SIMS .net.

It is advisable to explore the various reports available to see what information you can access. For example, some reports open up as a pivot table in Excel and can easily be converted into charts (see the example over the page).

SIMS Discover also opens up new ways for you to explore behaviour data and the charts in this area will be added to in future upgrades to SIMS.



The School ICT Team will upload a report definition to The Wave to assist with the completion of the return to the LA. Guidance on how to import it into your SIMS system will also be available on the [School ICT Wave](#) page.



If you have any queries regarding any of the SIMS processes detailed in this document, please contact the School ICT Support Service Desk on 293663.

Brighton & Hove Community & Voluntary Sector



Anti-Bullying & Equality Services Provided by the Community and Voluntary Sector: A Guide for Schools



About this Guide

This guide has been produced by Safety Net on behalf of the Brighton & Hove Equality and Anti-Bullying Strategic Group. Its purpose is to increase schools' awareness of the services available from the Community and Voluntary Sector to help them meet their Ofsted obligations. This includes tackling all forms of bullying and harassment, promoting mutual respect, and preventing discriminatory and derogatory language. In line with the Equality Act the purpose is to:-

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations

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). It can involve verbal taunts, name calling, physical injury and damage to property, rumour spreading, shunning or ridicule and is often motivated by prejudice against particular group, for example on grounds of ethnicity, religion, belief, gender or gender identity, sexual orientation or disability, or because a child is in care, has caring responsibilities or mental health issues. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

(**Preventing and Tackling Bullying**, Advice for Head Teachers, DfE 2011, Brighton & Hove Equality and Anti-Bullying Strategic Group 2012)

Prejudice based incident/hate incident

This is a one off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

(Brighton & Hove Equality and Anti-Bullying Strategic Group, 2012)

Organisations within the Community and Voluntary Sector are well placed to support anti-bullying and equality work in schools, as they are working on an on-going basis with large numbers of children and young people in a range of settings and with particular specialisms and expertise. The guide is divided into two sections to indicate those organisations offering **Universal Services** and those with specialist knowledge and services for **Protected Groups** as defined under the Equality Act.

PROVIDER INFORMATION: Universal & Protected Groups

Content:	Page
Universal	
Safety Net: Bullying Prevention and keeping safe	4 – 5
Sussex Central YMCA: Therapeutic and Family services	6
Brighton Peace and Environment Centre	7 – 8
RISE: support around domestic abuse and gender issues	9
The Young Carers Project	10
Amaze: Support for parents of children with special needs and disabilities	11 - 12
Protected Groups	
MOSAIC Black and Mixed Parentage Family Group	13
Black and Minority Ethnic Young People’s Project	14
BandBazi	15
Allsorts Youth Project – LGBTU young people	16 – 17
Families & Travellers	18 - 19

SAFETY NET – Bullying Prevention and Keeping Safe Services



Safety Net is a registered charity which aims to promote safety and emotional well-being for children, young people and their families at home, school and in their communities.

We use a programme called Protective Behaviours in much of our service deliver. This is a personal safety and life skills programme that teaches the ability to recognise and deal with situations in which we do not feel safe and manage risk in an empowering way. It can be used as an abuse prevention strategy and to address situations such as feeling worried or bullied. All of our programmes are complementary to and strengthen PHSE, SEAL and Citizenship

Terri Fletcher	terri.fletcher@safety-net.org.uk
Website	www.safety-net.org.uk
Telephone	01273 411613

Why?

In a Safety Net survey of 157 children aged 8 – 13, children identified their top safety concerns. Bullying was a priority issue with 35% of children worrying about being bullied at school, 8% about being bullied on the bus and 7% about being bullied in their neighbourhood. Cyber bullying was also rated as a top three concern, together with safety when out and about and in their neighbourhoods. These programmes will help to improve children’s awareness of the different forms of bullying and provide active steps that they can take to stop it happening. They will help schools to demonstrate that pupils feel safe, understand what constitutes an unsafe situation and manage risk appropriately to keep themselves and others safe. They will also contribute to creating an atmosphere of respect and dignity in school and improving children and young people’s confidence, resilience and attainment, as well as having a positive impact on behaviour around the school.

What we offer

A. Training & Support for Children & Young People

- 1. Making the Playground Safer: Playground Buddies, peer support and mediation schemes.** For Year’s 4, 5, 6 a peer support scheme to promote safer playgrounds, help reduce incidents of bullying behaviour and engage isolated children in inclusive activities in the school playground.
- 2. Building Resilience and Self-esteem: (SNAP) Safety Net Assertiveness Project.** For Key Stage 2 and 3. A small group programme for children and young people who are experiencing difficulties because of bullying behaviour or friendship issues.
- 3. SNAP-ITS – 1:1 Keeping Safe support** - a package of bespoke support sessions for children aged 8 to 13 who would benefit from individual support around keeping themselves safe and raising aspirations. Available free in east Brighton only. Contact us for a referral form.
- 4. Shooting Stars** – small group work six week programme to help raise children’s aspirations and set goals

5. **Dealing with Transition** – Whole class year six sessions with strategies for keeping safe when moving to secondary school using role play, and some simple assertiveness strategies to help children to discuss their worries and keep themselves feeling safe.
6. **Personal Safety** – whole class year six sessions teaching life skills to keep safe out and about, including making safe choices and managing risk. Can be delivered alongside transition SNAP

B. For Parents/Carers

Topic based discussion groups (2 ½ hours for up to 15 parents)

- Dealing with bullying issues
- Feeling Good, Feeling Safe (Protective Behaviours)
- Fighting and aggression
- Ready for Secondary

Parenting Seminars (2 ½ hours for up to 100 parents)

- Power of positive parenting
- Raising resilient children
- Raising confident and competent children
- Raising responsible teenagers

*We also offer individual family support in primary schools, please contact us for details



C. Inset Training days for teachers, support staff, volunteers and governors

INSET Day Training Programmes

1. Safe at School: Recognising and Dealing with bullying behaviour
2. Running peer support programmes
3. Circle-time
4. Conflict resolution
5. Protective Behaviours personal safety programme
6. Safeguarding & Child Protection

D. Whole School Programmes

Keeping Safe - We can offer schools a whole school Protective Behaviours approach, which includes, training for staff, whole school assembly, sessions for children a workshop for parents and a curriculum pack.

Support for schools during Anti-Bullying week - Themed programme of work based on the Anti-bullying Alliance focus for the year. This includes an assembly and follow up workshops.

Costs

1. Most Children & Young People's programmes are FREE to schools in Brighton & Hove
2. Individual support - Shooting Stars £1200 (SNAP-ITS - ring us to discuss)
3. Parents Workshops £200 Topic based discussion groups £250
4. INSET training days for staff £700 whole day £350 half day
5. Whole school Protective Behaviours approach £700
6. Support during anti-bullying week – FREE

Sussex Central YMCA Dialogue Therapeutic & Family Services

Dialogue is a counselling and therapy-based agency working with over 3000 children, young people and families in schools, colleges and in the community per year.

We offer individual, couple and family group sessions usually in school settings or at the Dialogue Centre. Our aim is to support individuals and families during difficulties they may be experiencing, to help keep them safe, to encourage healthier emotional wellbeing and to help them put in place strategies to assist coping with the changes and challenges of everyday life.

Anita Barnard or Gordon Knott dialogue@sussexcentralymca.org.uk

Telephone 01273 320500

Website www.sussexcentralymca.org.uk

Bullying is one of the most prevalent risk issues we work with along with domestic abuse, bereavement and the impacts of family separation.

These services are available to primary and secondary schools

Services

- **Primary & Secondary School and College Counsellors** in over 65 settings.
- **Free counselling in the community** for 13 -25 year olds at The Youth Advice Centre in Hove
- **Family Support Workers** based out of Longhill and Patcham High School offering home/school liaison and home visiting.
- **Families Plus.** Offers individual counselling and psychotherapy to children, young people, couples, parents and carers as well as family counselling. Based at The Dialogue Centre in Brighton. A sliding scale of fees is offered according to circumstances.
- **Family Mediation for Divorce/Separation.** Providing support to couples and families before, during and after separation and divorce. Mediation helps former partners make joint decisions about parenting arrangements, finances and property. Free mediation is available for those eligible for public funding.
- **Training for School Staff.** Includes bespoke events as well as established workshops on School Staff Wellbeing, Bereavement, Working with Parents/Carers and Emotional Aspects of School Refusal.

Costs

Contact us to discuss costs

Brighton Peace & Environment Centre

(BPEC) is an educational charity which inspires action through learning about the world. We encourage people to explore the links between their own lives and with people, places and issues throughout the world. We host a teachers' resource centre and provide training and support for teachers to bring the world into the classroom, across the curriculum.

We provide the public with information about local and global concerns, supporting choices which prioritise peace, people and planet, throughout daily life.



Ruth England ruth.England@bpec.org

Telephone 01273 766610

Website www.bpec.org.uk

Why?

Children and young people are growing up in an increasingly interdependent and complex world. They are having to navigate enormous amounts of information from a wide variety of sources and differing perspectives. In order to do this, children and young people need support to develop skills, values and attitudes of a Global Citizen and to learn about the social, political and environmental forces that shape the lives of people around the world.

"Those (pupils) who have experienced global learning in school are keen to understand more about the problems in the world, as well as being more likely than average to believe that what they do in their daily lives can affect those in other countries and that people like them have the ability to make a difference.

These more informed pupils also appear to be more open to people of different backgrounds than those who have not experienced global learning in school, and more likely than average to say that they try to do things to make the world a better place." (Ipsos Mori/DEA, 2008)

Global Learning will support schools to:

- address challenging issues such as racism and homophobia in the school community with confidence.
- recognise Global Citizenship as a whole school ethos, with links to all curriculum areas
- meet their duties of the Equality Act 2010 in promoting equality, and preventing discrimination and bullying
- increase pupils' knowledge, critical thinking skills, motivation and self-esteem

Who for

School staff; Primary and Secondary teachers. All school staff and governors also welcome.

What do we offer: Teacher Training

Global Teacher Award

The Global Teacher Award is a national award scheme accredited by Liverpool Hope University. Practical engaging activities will explore teaching on local and global societies in a way which challenges stereotypes and presents a balanced view. Participants will be introduced to exciting resources available from the centre, exploring opportunities for delivering a truly diverse curriculum. Support with planning and time for discussing challenging issues, giving confidence to teachers to incorporate Global Citizenship into the primary classroom.

International School Partnerships

For schools who are looking to set up an International School Partnership or reinvigorate an existing partnership. A practical day, exploring the benefits but also the challenges of setting up school partnerships internationally.

Thinking for Global Citizenship

This training is built around an exciting resource which has been developed in conjunction with West Sussex teachers and Healthy Schools Team and trialled with primary schools in the county. It aims to stimulate critical thinking skills about local and global issues whilst linking in with commonly taught Primary Topics, such as The Victorians, Ancient Civilisations and Houses and Homes.

School Audits

BPEC has worked with local schools to audit pupils' attitudes and global awareness. These audits can provide valuable insights into possible stereotypes or prejudice toward others forming in order to plan appropriate learning opportunities. These audits can provide a baseline to measure attitudinal change to assess the impact of this learning.

Resources

BPEC hosts an extensive teachers' resource centre with a library of children's books, teaching packs and games and artefacts from around the world. Our popular resource collection boxes, bring together resources around a specific theme or country, providing engaging cross curricular opportunities.

Costs

Annual programme of training events: See our website for most current details.

In-Service Training Fees: £600 full day, £300 half day (Two facilitators).

Pupil audit and feedback: £500

School membership enabling teachers to borrow from our teachers' resource centre: £50

Do get in touch if interested in training as we often have project funding to subsidise training costs.



RISE: support around domestic abuse and gender issues



Offers support and advice around domestic abuse issues, safe emergency accommodation, Counselling, Play Therapy, Training and Preventative Education, Support Groups, Children and Youth Support Work, Mentoring and Parenting Support.

Website www.riseuk.org.uk
Email helpline@riseuk.org.uk
Twitter @riseuk
Telephone Helpline 01273 622822

Why?

Nearly 25% of young people are affected by domestic abuse, either growing up with it or in their own dating relationships. The impact of such experiences is likely to be significant, extensive and long lasting, and will have affected them either physically, emotionally and/or behaviourally.

Who are our Services For?

RISE offers professionals in Primary and Secondary School settings **free** domestic abuse training. RISE can visit schools and deliver a range of sessions to your pupils or you can use our materials from Peer 2 Pier web site and deliver the sessions yourself. Training for the delivery of these materials are provided by RISE in partnership with Brighton & Hove Healthy Schools Team.

Training will help PSHE teachers to develop a sound understanding of domestic abuse issues, strengthen links between schools and specialist local services and to encourage a whole school approach to supporting pupils. RISE can support PSHE teachers in the delivery of lessons and small group work. The aims of the programme are to: engage pupils in discussions and activities around relationship issues examine and challenge what underpins relationship abuse and help young people know how to access support and advice for themselves or their friends/family members.

RISE also offers specialised group support sessions for young people. These sessions focus primarily on increasing knowledge of keeping safe, getting help, reducing isolation, rebuilding confidence and self-esteem in young people affected by domestic abuse, sexual violence and sexual exploitation.

RISE works in partnership to deliver the Break4Change programme – an 8 week programme for young people who are violent in their relationships.

The Young Carers Project for Brighton & Hove

Identifying and supporting young carers between the ages of 8 – 25.
Offering advice & support, running groups and activities as well as working with Schools & Colleges to identify & support young carers.



Young carers are children and young persons under 18

who provide, or intend to provide, care, assistance or support to another family member.

They carry out, often on a regular basis, significant or substantial caring tasks and assume a level of responsibility, which would usually be associated with an adult.

The person receiving care is often a parent but can be a sibling, grandparent or other relative who is disabled, has some chronic illness, mental health problem or other condition connected with a need for care, support or supervision."

Telephone 01273 746222

Email info@thecarerscentre.org

Website www.thecarerscentre.org

Why?

Young carer's education can often be affected by their caring responsibilities – such as having time to complete home / course work, non attendance and being late, as well as bullying.

Who are our services for?

We provide advice & support to Schools and education support staff to identify & support young carers. The Project has developed an education resource pack, including a 4 minute animated film and PHSE lesson plans for Primary & Secondary Schools. The aim of the Project is to encourage and support as many schools as possible in Brighton to incorporate the film as part of their PHSE curriculum.

Cost

The sessions cover bullying and promote understanding of what it is like to be a young carer.

Eddie Schools support pack costs £49.95

The Project will offer advice and training to schools staff to use the pack free of charge.

Amaze: Support for parents of children with special needs and disabilities



Amaze gives information, advice and support to parents of children with special needs and disabilities in Brighton & Hove. We work to empower parents to help their children live fully socially included lives.

Telephone 01273 772289 (helpline) / 01273 234020 (office line)
Email info@amazebrighton.org.uk
Website www.amazebrighton.org.uk

Why?

Bullying is a common experience for disabled children and children with special needs. Amaze collects data on children with SEND locally through the Compass database and this shows that 48% of children on the Compass have been victims of bullying; 42% were bullied in school and 31% were bullied out of school. Children with specific learning difficulties and children with ADHD and related conditions are over-represented amongst those who have been bullied. 17% of children on the Compass have been involved in bullying others.

Nationally, government figures show that more than 80% of pupils with a statement of educational need or a disability have been bullied, compared with under two thirds for other young people. This extra vulnerability can be because of negative attitudes to disability and difference, but also because a child's special needs may mean they find it harder to make friends or "fit in" with other children. The link between bullying and attendance is well known but we also see a close link with exclusion for children with special needs.

Children with learning difficulties can be manipulated into bad behaviour by peers. Children with social communication difficulties may experience low level bullying which they find hard to deal with or report to adults, but eventually leads them to retaliate physically. Schools and parents can find it hard to disentangle all the factors at play. As well as school staff knowing how to spot and deal with bullying, nurturing a positive relationship between the school and the parents of children with SEND is vital to respond effectively. Positive action to prevent and respond to bullying related to SEND will demonstrate to Ofsted that a school is providing an inclusive environment and tackling prejudice-based bullying. It will also ensure schools are meeting their equality duty.

Who are our Services for?

- **School staff** in mainstream and special schools, including staff who work closely with **children with SEND (special educational needs and disabilities) and the wider school community.**
- **Parents** of children with SEND.

What services do we provide?

- **Inset training** for teaching and support staff that explores the complexities of bullying and special educational needs. Find out more about: how and why it happens; ways to respond; tips for engaging parents in solutions; resilience building strategies for children.
- **Workshop for parents** to help them consider ways of supporting their children who are experiencing bullying linked to their special needs. This includes ways of working positively with school and things to try at home to build their child's resilience. We can tailor this to an individual school and run it onsite 9.30 to 2.30 to fit with the school day.
- **Resources** to download from the Amaze website:
"Bullied at school" factsheet with advice and information for parents.
"Leave it Out: Bullying is a special needs issue too" report summarising a research project Amaze conducted in 2005 in two local primary schools with staff, children and parents. It includes ideas for classroom activities.
- **Advice for parents** through the Amaze helpline, with follow up one to one support if appropriate. This can include helping them think through what is happening, how to work positively with school, and how to support their child at home. It can also involve practical help such as getting their concerns down on paper or supporting them at meetings.

Costs

- Inset training at school venue (twilight or half day £270, full day £470)
- Parent course £300 if at school venue.
- Resources free to download from website
- Advice and support for parents free via helpline.

MOSAIC Black and Mixed Parentage Family Group

MOSAIC is a unique community organisation of Black, Asian and Mixed Parentage (BAMP thereafter) families and individuals. Our mission is to create safe, supportive, anti-racist, culturally diverse environments for our members and represent their interests. Our working aims are to befriend and provide mutual support for Black and Mixed Parentage individuals and their families. We focus on evolving personal and collective strategies for combating and coping with racism and give special emphasis to enabling MOSAIC children to develop a positive sense of their ethnic identity in an environment in which they are not in a minority.



Telephone 01273 234017
Email project-leader@mosaicbrighton.org.uk
Website www.mosaicequalities.org.uk

Why?

Our services help schools to meet their duties under the Equality Act 2010, New Ofsted Framework and Literacy, PSHE & SEAL curriculum.

Who are our services for?

We offer story telling sessions for years 1 – 3 as part of our Cric Crac Storytelling Project.

What are our services?

Cric!Crac! provides anti-racist and culturally diverse resources, raises visibility of Black and Mixed Parentage Communities in schools and challenges stereotypes. Cric!Crac! is a call and response tradition from West African & Caribbean storytelling.

Cric! Crac! Is brought to you by MOSAIC, a local community group for Black and Mixed Parentage families and individuals who come together to develop positive cultural identity and explore heritage. This package has developed from a successful pilot. Sessions were delivered at 3 local schools and guided by a steering group of senior teachers, educational professionals and Brighton & Hove Healthy Schools Team.

We can also offer:

- A Resource Handbook with additional session plans and resource lists
- A Collection of books and resources on loan for a term

Costs

Package price varies dependent on number of sessions in year group.



Black and Minority Ethnic Young People's Project (BMEYPP)



The BMEYPP is a youth project for black and minority ethnic young people aged 11 to 25. We provide safe spaces in which young people can discuss issues that are important to them and opportunities to take part in social and cultural events and activities led by young people themselves.

Vannessa Crawford vannessa@bmeypP.org.uk
Telephone 01273 229381
Website www.bmeypP.org.uk

Who are our Services for?

We have set up support groups for Black and Asian and Mixed Parentage young people who have experienced or at risk of experiencing racism and racist bullying in schools.

What do we provide?

We can operate a weekly session during the school day in which a safe space is provided and young people are able to share experiences and discuss ideas for dealing with these situations. We also do work designed to raise their self esteem and self confidence which helps them to challenge racism.

We can also provide anti racist, black history and conflict resolution workshops for both BME and non BME young people.

Costs

Contact the BMEYPP to negotiate,

BandBazi

is an award-winning performing arts charity and social enterprise based in Brighton. It uses the arts as a means of awareness- raising and social engagement in its workshops in schools and the wider community, addressing issues such as cultural and sexual identity and mental health and wellbeing.



Hannah Jarman hannah@bandbazi.co.uk
Telephone 01273 245584 / 07805 451530
Website www.bandbazi.co.uk

Why?

This will ensure that schools are confident in the recording, reporting and monitoring of racist and religiously motivated incidents of bullying under the Race Relations (Amendment) Act (2000).

Who are our services for?

Philippa Vafadari and Irene Mensah can deliver workshops and teacher support to address the issues raised by the film resource 'See it! Say it! Stop it!'

As theatre and visual arts professionals, Philippa and Irene can, if requested, deliver these workshops using these skills, as well as more formal teaching methods.

What do we offer?

BandBazi have produced 'See It! Say It! Stop It!' a DVD for Brighton & Hove City Council Healthy Schools Team.

This is a film to support Brighton & Hove school communities in recognising, reporting and taking action in response to racist and religiously motivated incidents. It has an accompanying teaching resource.

Costs

Workshops last for 1 hour and cost £180 for two facilitators.

'See It! Say It! Stop It!' is available as a DVD and teaching resource from healthy.schools@brighton-hove.gov.uk or from mail@bandbazi.co.uk
It is free to schools in the Brighton & Hove area.

Allsorts Youth Project

Allsorts Youth Project is a youth project based in Brighton and Hove that provides support to young people aged 11-25 who identify as lesbian, gay, bisexual, trans or who are unsure of their sexual orientation and/or gender identity (LGBTU).



Telephone 01273 721211
Email info@allsortsyouth.org.uk
Website www.allsortsyouth.org.uk

Why

According to Stonewall's *The School Report* (2012) and *The Teacher's Report* (2009) and Press for Change's *Engendered Penalties* (2007):

- More than half (55%) of lesbian, gay and bisexual (LGB) young people experience homophobic bullying at secondary school
- More than 2 in 5 primary school teachers (44%) say children experience homophobic bullying in their school
- 64% of trans men and 44% of trans women experienced transphobic bullying at school
- A Brighton & Hove Schools Survey in 2012 found that:
- LGB pupils and pupils unsure of their sexual orientation are much more likely to be bullied than heterosexual pupils
- LGB and unsure pupils are more likely to engage in sexual activity at an earlier age than heterosexual pupils
- LGB and unsure pupils are more likely to have used drugs than heterosexual pupils
- Schools have a statutory duty to tackle all forms of bullying including homo/bi/transphobic bullying as well as a duty of care to ensure the safety and protect the wellbeing of all their students. The new Ofsted framework (launched in January 2012) places more focus on the behaviour and safety of students, including prejudice-based bullying and harassment such as homo/bi/transphobic bullying and harassment.

Who

- **Secondary and primary school staff** including Senior Management staff, teachers, pastoral support staff, governors and the wider school community
- **Secondary school students and primary school pupils** including LGBTU children and young people in need of 1-1 support
- **Parents/carers** of LGBTU children and young people

What do we offer?

We work in partnership with Brighton & Hove Healthy Schools Team to provide the following LGBT equalities services for secondary and primary schools:

- **LGBT Awareness training for secondary and primary school staff** – Training covers preventing and responding to homo/bi/transphobic bullying, challenging homo/bi/transphobic language (including the negative use of the word ‘gay’), supporting LGBTU children and young people and creating an LGBTU inclusive environment at your school. We also have two Trans Youth Support and Education Workers who can provide training specifically on how to support trans and gender questioning young people and create a trans inclusive environment at your school. To book a staff training session please contact the Healthy Schools Team at healthy.schools@brighton-hove.gov.uk
- **Workshops and assemblies** on sexual orientation and gender identity for students at secondary schools and pupils at primary schools - Workshops are available for Key Stages 2, 3, 4 and 5. LGBTU young people trained as Peer Educators help Allsorts staff to run these workshops. Allsorts can also provide training for school peer mentors and student councils. To book workshops for your students/pupils contact Allsorts on the above contact details.
- **Support for LGBTU Young People at School** - Our LGBT Youth Support and Education Workers can provide confidential 1-1 support for LGBTU young people aged 11-25 either at Allsorts’ offices or at the young person’s school. Our Trans Youth Support and Education Workers can provide support specifically for trans and gender questioning young people. Whilst we don’t provide 1-1 support for young people under the age of 11, we can offer information and guidance to parents/carers of under 11s and primary school staff (see below for more information).
- **Guidance and Support for School Staff and Parents/Carers** - We can provide information and guidance to staff at primary and secondary schools on how to effectively support LGBTU children and young people at their school. We can also provide information and guidance to parents and carers of LGBTU young people, including primary school age children.
- **LGBTU Youth Drop-ins/Groups/1-1 Surgeries in Schools** – We are currently piloting an LGBTU Youth Drop-in/1-1 Surgery at a secondary school in Brighton & Hove. If you are interested in Allsorts providing a similar service at your school, please get in touch. As well as 1-1 drop-ins/surgeries, we can facilitate LGBTU youth groups or LGBTU Alliances based on the US Gay/Straight Alliance model.
- **Resources - ‘All of Us’**: Lesson Plans and Resources for Creating a Safe and Supportive Learning Community for LGBTU Young People in Secondary Schools is available on B&H Council’s Learning Platform Hub ‘Pier2Peer’: www.school-portal.co.uk We also have various posters, leaflets and information booklets - more details can be found on Allsorts’ website:

Costs

- Staff training and student/pupil workshop fees are on a sliding scale and you choose where to put yourself on that scale, depending on the size of your school and number of staff/students receiving training/workshops. Some of our training sessions and workshops are subsidised by our funders. For more details of training fees, please contact Allsorts.
- Support services for students/pupils and information/guidance services for school staff and parents/carers are free.
- Resources – majority are free but there is a small cost for some resources. For more details see Allsorts’ website.

Friends, Families & Travellers

Friends, Families and Travellers (FFT), gives advice, support and information to Gypsy and Traveller parents and young people in Sussex. We work to end discrimination against gypsies & Travellers, and to protect the nomadic way of life.



Telephone 01273 234777 (helpline)

Email ft@gypsy-traveller.org

Website www.gypsy-traveller.org

Why?

Eight out of ten Gypsy & Traveller children interviewed by the Children's Society (2007) had suffered racial abuse. Nearly two-thirds had been bullied or physically attacked.

Many of the children admitted they were wary of telling other people about their background, and resented how the word "Gypsy" can be used as a term of abuse. One young person commented, "we don't like it when it's said like a name call that's just racist".

The extra vulnerability can be because of negative attitudes to difference, reinforced by sensational media stories. Stonewall (2003) found 35% adults expressed prejudice against Gypsies and Travellers – higher than any other group. This prejudice can include school staff at all levels as well as parents and children.

Gypsy and Traveller parents can find it difficult to support their children around bullying. They often have low literacy and fear of schools because of their own experiences and exclusion from education.

What do we Offer?

'Crystal's Vardo' provides schools with a positive tool to help tackle racist bullying and in turn celebrate cultural diversity within school and precipitate a positive sense of identity among children from a different background. It enables schools to help fulfil their public sector equality duty to protect children from discrimination, and demonstrate to Ofsted they are paying particular attention to those with 'protected characteristics' such as Gypsies and Travellers and developing awareness and respect for diversity. It is a colourful and engaging production which also goes hand in hand with developing an appreciation of music and theatre.



'It would be a fantastic starting point for schools that have not experienced Travellers within the community and equally excellent at supporting those that have' *Carden Primary, Brighton*

"I think the show will reinforce learning about the consequences of name-calling and encourage discussion about how we welcome someone from a culture that is often subject to discrimination, also how we challenge prejudice." *St Lukes Primary, Brighton*

Inset training for teaching and support staff that explores the complexities of Gypsy & Traveller social exclusion and bullying. Find out more about why it happens, positive strategies and increase your knowledge of Gypsy & Traveller culture.

- **Resources** available to download or buy through the bullying section of the FFT website. Includes links to reports, advice and case studies.
- **Advice and support for Gypsy and Traveller parents** through the FFT helpline
- **Advice for school staff** through the FFT helpline.
- **Crystal's Vardo** theatre production for children aged 9-12 which tells the story of a young Gypsy girl who has been bullied at school and her extraordinary journey through Romany history. The play is designed to raise awareness of Gypsy and Traveller history and culture to help address some of the issues of bullying and discrimination faced by young Travellers

Who is the Programme for?

- **School staff**, including staff who work closely with Gypsy & Traveller children and senior management teams.
- **Gypsy & Traveller parents**
- **Gypsy & Traveller young people**
- **School children**

Details of costs

Inset training at school venue (twilight of half day £270)

Resources free to download from website

Advice and support for parents free via helpline

Crystal's Vardo theatre production £300 - £500 (ring to discuss costs)

Resources that schools can purchase

Sticks and Stones DVD - Young Gypsies & Travellers experiences of bullying (suitable for adults and secondary school children) - £12

The Beginners Guide to Gypsy and Traveller Young People – Interactive CD Rom that has been designed as a resource for teachers and youth workers new to working with Gypsies and Travellers - £5





Blatchington Mill School

Anti-bullying Policy



Contents

1.	Policy Framework	3
2.	Anti-bullying Policy	4
2.1	Anti-Bullying: our philosophy _____	4
3.	What is Bullying?	5
3.1	What is Bullying? _____	5
3.2	Bullying can take many forms _____	5
4.	How we prevent Bullying	6
4.1	We aim to prevent bullying by encouraging our students: _____	6
4.2	We tackle any bullying in school because: _____	6
5.	Dealing with Incidents of Bullying	7
5.1	Students (if you have been bullied): _____	7
5.2	Parents (watch for signs of bullying) _____	7
5.3	School Friends _____	7
5.4	School (any reports of bullying will be treated seriously): _____	8
6.	Anti-bullying Policy Contacts and References	9



1. Policy Framework

Blatchington Mill School and Sixth Form College believes that the school should enable each student to realise their potential and acquire all necessary skills and values in order to live a full, flexible and rewarding life in the changing, modern world.

Initiated:	May 2010
Groups Consulted:	Governors Staff Parents Students
Date Reviewed:	February 2013 by Governor's Student Matters Committee
Audience	Parents Staff Governors Students
Policy located:	Portal (Parents, Staff and Students); website
Policy Format:	Full
Lead Member of Staff:	Nick Wergan - Deputy Head Teacher



2. Anti-bullying Policy

2.1 Anti-Bullying: our philosophy

- At Blatchington Mill we believe Bullying is unacceptable as it affects the social, emotional well-being and development of students and will not be tolerated in our school.
- Alongside this anti-bullying policy we have strategies to prevent and reduce bullying; these are tied in to the School Development Plan, support our safeguarding and behaviour policies and inform our PHSE and pastoral work. We are committed to equal opportunities, equalities and celebration of diversity. All staff, students, parents and carers have a shared responsibility to respond to and to report bullying.



3. What is Bullying?

3.1 What is Bullying?

- It is deliberately hurtful behaviour by an individual or group.
- It is repeated over a period of time.
- This hurt can be physical or emotional.
- Bullying is different to mutual arguments and disagreements, and single or random acts of nastiness or spite.
- Bullying can take place anywhere in school and throughout the school day.

3.2 Bullying can take many forms

Bullying can take many forms and is often motivated by prejudice. The four main forms are:

- Physical – hitting, kicking, and taking belongings.
- Verbal – name calling, insulting, or discriminatory remarks.
- Cyberbullying – including bullying through social networks. This can happen 24/7.
- Indirect - spreading nasty stories about someone, deliberately excluding someone from friendship or social groups.
- Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, SEN or disabilities, appearance or health conditions or because a student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences.
- Bullying of staff is also unacceptable, whether by students, parents and carers or other staff.



4. How we prevent Bullying

4.1 We aim to prevent bullying by encouraging our students:.

- To build co-operative relationships with others.
- To avoid and resist bullying behaviour at any level.
- To resolve difficult situations without resorting to bullying or violence.
- To understand values of respect and how our actions affect others.
- To understand any prejudice based language is unacceptable.
- To openly discuss differences between people that could motivate bullying.
- To know how to report bullying quickly and confidently.

4.2 We tackle any bullying in school because:

- Students who are being bullied are unlikely to concentrate fully on their school work.
- Some students avoid being bullied by not going to school.
- Some students who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- Students deserve to feel safe and secure at home (e-safety), at school and on the way to and from school.



5. Dealing with Incidents of Bullying

5.1 Students (if you have been bullied):

- If you feel able, ask the bully to stop. Try not show you are upset or angry.
- Try to ignore the bullying, say 'no' firmly and walk away.
- Tell a friend what is happening.
- Tell a teacher or another adult in school.
- Talk to your Learning Development Officer in the Year Office or your Form Tutor.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Tell your family.
- Speak to one of our Supportive Listeners/Peer Listeners or Senior Students.

5.2 Parents (watch for signs of bullying)

- Monitor social networks/computer use.
- Listen and talk to your child about the situation. Give sensible advice.
- Contact your child's Form Tutor or the Year Office (Learning Development Officer or Year Team Leader) immediately if you are worried.
- Reinforce the value of good behaviour.

5.3 School Friends

Students can support our zero tolerance policy by being the 'eyes and ears' of the school. We are proud to be a 'telling' school:

- Alert a teacher to your concerns.
- Talk to your friends about the situation.
- Above all – always tell someone. Adults will usually need to intervene to stop bullying.
- All students have a responsibility to avoid encouraging or inciting bullying.



5.4 School (any reports of bullying will be treated seriously):

- The response will depend on the nature of the incident and may involve a variety of strategies and sanctions.
- This could range from warnings to exclusions for serious incidents.
- School will investigate promptly and communicate effectively with home.
- School will support the victims of bullying and work with the bully to change behaviours.
- If appropriate, counselling, restorative justice and problem solving approaches may be used, alongside protective behaviour and assertiveness support.
- Cyberbullying may be reported to the police.
- The school will monitor bullying incidents and how safe students feel at school, including Student Voice and through the annual Safe and Well at Schools Survey – this will inform our pastoral support and Curriculum planning. This information will be shared with students, staff and Governors the Student Matters committee.
- The Deputy Headteacher (Student Welfare) will co-ordinate the recording and monitoring of incidents and patterns of bullying.
- School will work to prevent bullying through a range of strategies including PHSE and links across the Curriculum, assemblies and enrichment activities, Anti-bullying week activities, communications with all stakeholders, staff training, student voice, mentoring, small group work, targeted workshops and student listeners.



6. Anti-bullying Policy Contacts and References

All stakeholders are asked to take positive action against bullying rather than ignoring it or colluding with it.

Silence allows bullies to bully!

Say NO to bullying.

Further information on bullying can be found at:-

<http://www.kidscape.org.uk/advice/index.asp>

<http://familylives.org.uk/>

<http://www.beatbullying.org/>
www.bullying.co.uk
www.antibullying.net/

Information about safe use of the Internet for parents and students can be found at:-

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

www.internetsafetyzone.co.uk

Contact in School: Mr Nick Wergan – Deputy Head Teacher

We aim to provide, through promoting positive behaviour, a secure, happy and stimulating school in which each individual can develop effective, purposeful and useful learning, both academically and socially. Effective teaching and learning promotes positive behaviour.

STAFF EXPECT STUDENTS:

- ◆ To be courteous and well mannered.
- ◆ To listen to what they are being told.
- ◆ To try their best when doing their work.
- ◆ To let others feel comfortable.
- ◆ To show respect to everyone including themselves.
- ◆ To raise pupils self esteem through positive behaviour.

STUDENTS MAY EXPECT STAFF:

- ◆ To be courteous, consistent, fair and treat students as individuals.
- ◆ To provide challenging, relevant, appropriate and interesting work.
- ◆ To prepare and mark their work, including homework.
- ◆ To be on time.
- ◆ To listen, at appropriate times, to students explanations of behaviour.
- ◆ To recognise good work and behaviour.
- ◆ To deal with inappropriate behaviour, through the consistent use of rewards, rules and sanctions.

BEHAVIOUR IN THE CLASSROOM:

There are only five general rules for the classroom. These rules apply to every classroom or teaching area. One or two subject specific rules may be added in certain areas.

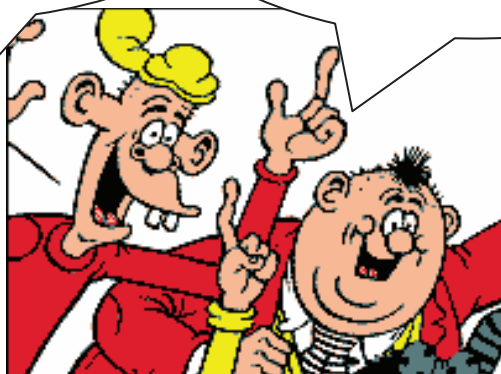
- ◆ Be on time for lessons and with the required equipment, books etc.
- ◆ Follow instructions straight away.
- ◆ Complete your work in the set time and do it well.
- ◆ Let others work without your interruption.
- ◆ Put your hand up to ask or answer questions, do not shout out

The Listening Rule

To listen and learn effectively we agree to;
Be quiet
Be still
Pay attention
Hands up and speak one at a time

Behaviour Around The School

Walk at all times
Keep left
Talk quietly without using bad language
Don't push or shove
Look after our environment



BEHAVIOUR AROUND THE SCHOOL:

- ◆ Keep to the left in corridors and on stairs.
- ◆ Walk.
- ◆ Do not push or shove.
- ◆ Look after our environment.
- ◆ Talk quietly without using bad language.
- ◆

Let others learn (don't disturb)
 Let yourself learn (don't be distracted)
 Learn by working to the best of your ability
 Learn by being ready and equipped to work



RIGHTS AND RESPONSIBILITIES (the staff/student perspective):

- ◆ We all have a right to be treated with respect at all times.
- We all have the responsibility to treat others with respect at all times

THE REWARDS PACKAGE:

Positive influences improve behaviour, motivation, morale, personal and collective standards and work rate. They also lower stress and can inspire originality and creativity. When students are rewarded they feel successful and the pleasure of this success spreads through parents, younger brothers and sisters and employers. The community will always support a successful school. Rewards will be many and various.

- ◆ Thanks.
- ◆ Praise.
- ◆ Recognition.
- ◆ Letter home.
- ◆ Through marking and comments in students' books.
- ◆ Displays of work in classrooms and corridors.
- ◆ Merit marks (Year 7), Awards (Years 8 and 9). These will be recorded in the students' diary.
- ◆ Certificates for Academic, Extra Curricular, Attendance and Punctuality achievements.
- ◆ Senior Staff Awards.

SANCTIONS:

The highest standards of behaviour and discipline are expected from our students. For those who breach our codes of practice systems exist to support them and indicate to both students and parents that everything is perhaps not as it should be.

Teachers employ a variety of low key techniques to maintain high standards in and around the school.

Yellow discipline slips are issued as a warning to individuals that aspects of behaviour they are exhibiting needs to stop.

- ◆ Short detentions of 10 - 15 minutes at break, lunch or after school.
- ◆ Letter home.
- ◆ School detentions of half an hour, or an hour, after school (parents given 24 hours written notice).
- ◆ Duty teacher system to remove the student from the teaching room.
- ◆ Internal and external short term exclusions.
- ◆ Permanent exclusion from school.

Throughout these procedures parents will always be kept fully informed and consulted as to other strategies the school could employ for the benefit of their son or daughter.

<p>Contact in School Mr J Browning Deputy Headteacher</p>

NOTE TO THE BULLYING SCRUTINY PANEL FROM SELF MANAGED LEARNING COLLEGE

BACKGROUND

The College has existed for over 13 years and has a record of success. For instance all Year 11 students have gone on to undertake level 2 or level 3 courses at local colleges. We have never had a NEET. Our current group of six Year 11 students also all have college places for level 2/3 courses. Our record of students gaining GCSEs is very good and we are an approved centre for the Arts Award, which many students take in addition to GCSEs.

We are inspected by East Sussex County Council and are an Approved Alternative Education Provider. This year we were re-inspected and were re-approved. We are also part of an educational charity.

Our students have had issues in their lives and/or their education. For example many are currently being treated by CAMHS; most have been bullied in school; most have been assessed as being dyslexic, dyscalculic, dyspraxic or on the Autistic Spectrum and may also have ADHD, social and communication difficulties or Asperger's Syndrome.

We have supported local schools and the work of the Council. For example we have undertaken development work for Falmer High (as was) and Patcham House; we have provided advice to local schools on handling students such as ours (in this term for Hove Park); we have taken on students sent to us by BACA, Patcham High, Hove Park and Varndean. We are continually asked by local schools to take on students and similar requests have come from educational psychologists, social workers and the Virtual School. However lack of resources has meant that we are often unable to meet these requests.

We believe that any educational organisation should be committed to supporting every child in having a fruitful and rewarding experience. Without exception. We also believe that education is a whole person enterprise that must help each young person to be able to lead a good life – now and in the future. The fact that children who have suffered traumas such as bullying have three times the risk of psychosis in adulthood should orient any educational organisation to the elimination of all bullying. Any measure of the effectiveness of a school should include the ability to provide a safe and secure learning environment for every single child.

RESPONSE TO SPECIFIC QUESTIONS ADDRESSED TO US

Processes and structures to eliminate bullying. We are convinced of the evidence of the need for human scale structures (we are active members of Human Scale Education). We also believe that to develop individuals to be full citizens of a democracy we need to implement democratic practices. For instance first thing each day and at the end of each morning we have a community meeting where every

person has a voice and is able to raise any issue. The meeting is chaired in rotation by students and staff. Any instances of rule breaking can also be raised by any student with any staff member at any time. We also have at least one meeting each term with both the student and their parent or guardian to discuss anything of relevance.

Every week on a Friday students meet in their learning group of six students and one staff member. The group is a place where each student has time to talk about anything related to their learning and to their time in the College. Students complete a form and use this to talk to. The form asks four questions – what went well this week; what didn't go so well; how did I help the community; what are my plans for next week. The answers to these questions provide the basis for each student to develop their timetable for the next week

The use of community meetings and learning groups is part of a culture of developing a caring learning community where there is mutual support and tolerance. Also when each student arrives they are given help to discuss their previous experiences in education as a basis for both knowing the problems that they have faced and for helping them to move forward in their lives.

Recording. Minutes are taken at every community meeting and if any bullying issue was to be discussed and resolved it would be recorded.

Examples. We have had no instances of bullying this academic year. Last year the only incident was related to an ex-student bullying another ex-student. And by then it was out of our control. The student who committed the bullying had been excluded from the College. Our view of the individual doing the bullying was that he needed help in recognising the need for specific boundaries. From the meeting we had, to conclude our involvement with him, it was clear that the school who had sent him to us, relevant Council officers in education and the boy's foster parents agreed with us that the social worker involved had allowed inappropriate behaviour and had undermined efforts to assist the boy to recognise the need for changes in his behaviour.

The one incident the year before involved experiences that had occurred before the person joined us. A mixed-race girl was badly bullied in a local school and the attacks on her continued after she joined us. The police had been involved in rescuing her because of the levels of physical violence to which she was subject when attempting to come to College. After having had to bring her in in a police car for her own protection the police were in touch with Education Welfare to make the case that, as with other children in the city who have difficulty getting into school, the Council should pay for a taxi for her. This was refused because she was coming to our College and not to a local authority school, even though the police were clear that she was in real physical danger. Now that we have moved premises the problem has been resolved.

During the time that she was experiencing difficulties we worked closely with her grandmother (her legal guardian), and with the student, to make the best arrangements possible for getting her in. This sometimes had to link to the times at which she was getting a bus (assaults on her mainly occurred at bus stops or on the bus). At other times staff were involved in taking her home.

FURTHER INFORMATION

We would be happy to supply further information and to address the other issues that have been identified by the Panel. We would also be happy for anyone to visit us, if they wished.

Professor Ian Cunningham

Chair of the Management Committee

