

All children & young people have the right to live without the fear of threats, assaults or harassment, and fear of bullying can seriously affect the victim's wellbeing, behaviour & social development.

Bullying is defined as **'behaviour by an individual or group, repeated over time, which intentionally hurts another individual or group either physically or emotionally'**.

[Preventing and Tackling Bullying, DfE 2017](#)

Bullying can be:

- inflicted by a child, adult, individual or group
- motivated by differences or prejudice
- threatening, intimidating & unconscious
- due to an imbalance of power
- a crime & should be reported to the police
- abuse & should be reported to **The Sheffield Safeguarding Hub, tel.: 0114 2734855**

Bullying includes:

- Physical acts e.g. pushing, kicking, hitting
- Sexual remarks, assault, jokes, harassment, 'up-skirting', see [Child-on-child abuse & risk assessment, Sept 22](#)
- Making or stopping people doing things
- Damaging and/or taking someone's belongings
- Verbal acts e.g. name-calling, sarcasm, teasing
- Saying or writing nasty things, & rumours
- Blackmail or threats
- Showing upsetting material e.g. pornography
- Indirect acts e.g. social exclusion, scaring

Anti-bullying policies should be communicated & understood by all pupils, parents, carers & staff.

Bullying is not a specific crime, but some harassment, threats & communications are.

Cyber-bullying can happen:

- Using technology to torment, threaten, harass, humiliate, embarrass or target
- Via digital technologies or mobile phones
- At any time & with bigger audiences

Authorised staff can seize & examine data on a device without parental consent; if there may be evidence of a crime, pass the device to the police without deleting any data.

Your anti-bullying policy & procedure should:

- Always follow national & local SCSP guidance
- Be referenced in related policies e.g. online-safety, health & safety, behaviour
- Involve pupils, parents, staff in actively reviewing, monitoring, reporting & promoting effectively
- Explain what bullying is (including bullying of staff by pupils, parents, colleagues), that it is unacceptable & will be acted on
- Support & manage both the victim AND the bully
- Ensure training for ALL staff which includes awareness of 'mental capacity' issues
- Include pupil education & development of e.g. empathy, co-operation, conflict resolution skills
- Explain where pupils & parents can get advice and support from
- Advise parents/carers about identifying changes & what to do if they are worried about their child
- Encourage everyone to challenge this behaviour
- Support pupils for whom English is not their first language to communicate their needs & concerns
- Promote inclusion & nurture friendships
- Regularly review & update technological changes
- Include processes for assessing & recording all:
 - current information
 - follow up actions
 - telephone conversations
 - views of significant others
- Follow the Data Protection Act & GDPR 2018
- Ensure all safeguarding information discussed in meetings is recorded in child's safeguarding file
- Be shared with the new setting if a pupil moves
- Ensure DSL/D is aware of when to override a pupils' wishes to safeguard them

The bully may:

- Have been bullied themselves
- Have significant needs
- Think it is fun
- Dislike or be jealous of someone
- Feel powerful and respected
- Feel it gets them what they want
- Be trying to impress their peers
- Get gratification from peoples' reaction

Prevention:

- create a safe, inclusive environment, teach about difference, & that using prejudice-based language is unacceptable
- an ethos of good behaviour and respect
- understanding how actions affect others
- developing parent, carer, pupil awareness & to reinforce good behaviour at home
- clarity about action for bystanders to take
- clear disciplinary sanctions
- work with outside/community organisations
- effective staff training about diversity
- easy process to report bullying, be confident pupils will be listened to & action taken

Indicators:

Behaviour which indicates fear or anxiety should be discussed with the child and parents/carers, e.g.:

- Avoiding people, locations, activities, events
- Fear of walking, changing route to & from setting
- Feeling ill in the mornings
- Truancy, going missing, running away
- A decline in the quality of their work
- Coming home with items destroyed or missing
- Becoming withdrawn, starting to stammer, lacking confidence, changing eating habits
- Distress, anxiety, suicidal thoughts, crying, poor sleep, nightmares
- Asking for, stealing, or 'losing' money
- Refusing to talk about what's wrong
- Unexplained bruises, cuts, scratches
- Aggressive, unreasonable, bullying their siblings

The victim may:

- experience considerable distress including depression and self-harm
- may not tell anyone because of threats, feeling responsible, that nothing will change, or they should sort it out themselves

Always act, assess the needs of the victim AND the bully, provide support AND follow your settings' policy

Useful interventions:

- a quiet word from staff
- pastoral team support
- formal counselling
- engaging with parents
- completing a Family Common Assessment
- a SEND and/or mental health assessment
- referring to CAMHS and/or children's services
- maintaining attendance through on-site or alternative education provision
- applying fair, consistent & reasonable disciplinary measures to the bully alongside any vulnerability
- risk-assess any safety issues for the victim & bully (see)

Specialist organisations & resources:

- [Schools Out UK](#)
- [Stonewall](#)
- [Bullying UK](#)
- [The Anti-Bullying Alliance \(ABA\)](#)
- [ChildNet](#)
- [The Anne Frank Trust](#)
- [Think U Know \(National Crime Agency\)](#)
- [Mermaids UK](#)
- [Mencap](#)
- [Changing Faces](#)
- [Show Racism the Red Card](#)
- [Kidscape](#)

Further policy and guidance:

- [Preventing bullying, DfE](#)
- [BIG Award](#)
- [The UK Council for Child Internet Safety](#)
- [Special Educational Needs & Disabilities, Gov.uk](#)
- [Relationships education, RSE and PSHE, DfE](#)
- [Tackling race and faith targeted bullying](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges, DfE](#)
- [Child-on-child abuse & risk assessment, Sept 22](#)