



KING EDWARD VI  
SCHOOL LICHFIELD

# Anti-Bullying

Presentation to parents – 17<sup>th</sup> May 2017

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# Objectives

- ✓ Definition of bullying
  - ✓ Main types of bullying
  - ✓ Reasons for bullying
  - ✓ What to do if your child is being bullying
  - ✓ What we as a school do in the case of bullying
  - ✓ Support we offer to aid students to overcome bullying
  - ✓ Our role as an anti-bullying group
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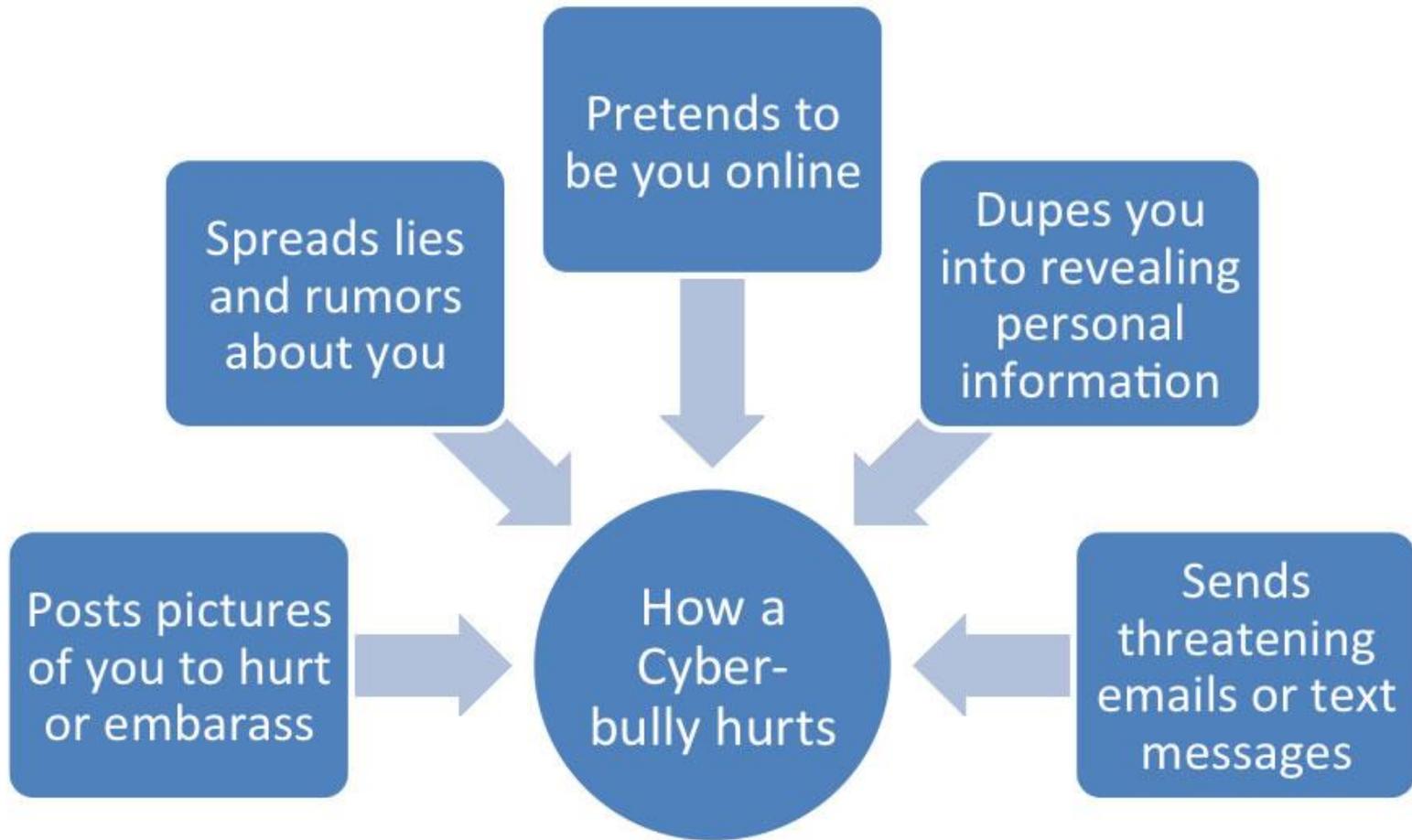
# Facts and Figures

- ▶ There were over 25,700 Childline counselling sessions with children about bullying last year
  - ▶ Over half of lesbian, gay and bisexual young people have experienced homophobic bullying at school
  - ▶ More than 16,000 young people are absent from school due to bullying
  - ▶ Physical bullying is the top bullying concern for children aged 11 and under; peer pressure is top for 12–15 year olds and online bullying for 16–18 year olds.
  - ▶ Children who regularly bully others at the age of 8 are FIVE times more likely to end up in prison than those who don't
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# Types of Bullying

- ▶ **Physical** – hurting a person’s body (e.g. shoving, poking, throwing things, spitting, slapping, choking, punching, kicking, beating, stabbing, pulling hair, biting, scratching, scraping, pinching, threatened violence, or damaging possessions)
  - ▶ **Verbal** – saying or writing mean things (e.g. name calling including homophobic language, taunting, nasty teasing, insults, spreading malicious gossip)
  - ▶ **Non-verbal** – often accompanies physical or verbal bullying. (e.g. rude gestures, ignoring/excluding/isolating a pupil)
  - ▶ **Cyberbullying** – involves using social media and the internet to spread rumours or post pictures/videos or fake websites/profiles. Also involves sending malicious emails or text messages on mobile phones.
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# Cyberbullying



# What is bullying?

## Bullying – (from Gov.uk)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- ▶ repeated
- ▶ intended to hurt someone either physically or emotionally
- ▶ often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

**Schools must have their own definition of bullying.**

# Definition

- ▶ “Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group either physically or emotionally.” **King Edward VI School**

# Bullying and Power Imbalance

1. Bullying goes on for a while, or happens regularly
  2. Bullying is deliberate – the bully wants to hurt, humiliate or harm, the target.
  3. Bullying involves someone (or several people) who are stronger in some way than the person being bullied. The bully has more power; they may be older, stronger or they may have some ‘hold’ over the target (e.g. they know a secret about them).
- ▶ **Therefore bullying is not:**
  - ▶ A one-off fight or argument
  - ▶ A friend being nasty
  - ▶ An argument with a friend

# Characteristics: Victims

**Few Friends**

**Disliked by  
peers**

**Overprotective  
family**

**Troubled  
Families**

**'Provocative  
victims'**

**SEN**

**These characteristics have been linked to victims, but are not all present in all cases of bullying.**

# What motivates a person to bully?

- ▶ They want to be 'in' with the crowd
  - ▶ It feels like fun – they don't know how much it hurts
  - ▶ They dislike or are jealous of someone
  - ▶ It makes them feel powerful or respected
  - ▶ It gets them what they want (sweets, money)
  - ▶ They are bullied themselves and are taking out their hurt and anger on someone who won't fight back
  - ▶ They are having problems in life that are making them feel bad
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# Characteristics: Bullies

**Hot  
tempered**

**High social  
intelligence**

**Skilled  
manipulators**

**Inconsistent  
discipline at  
home**

**Violence at  
home**

**Families  
lack  
warmth**

**These characteristics have been linked to bullies, but are not all present in all cases of bullying.**

# Fact

- ▶ Studies have shown that bullies are often peer rejected at primary school. This is less so in secondary school, with bullies often being quite popular within peer groups.



# Consequences of bullying

- ▶ May lead to a pronounced social, mental or emotional health difficulties.

The old saying that "sticks and stones can break my bones but words will never hurt me" is woefully untrue.

“A kid at my school calls me hurtful names every day and today he repeatedly hit me really hard in my face. It happened outside of school and another kid took a video of me being hit and has posted it on Instagram. I want it removed because now other people are being nasty to me online. I have reported it but they haven’t taken it off yet. I don’t want to involve the police or my family. I just want to deal with this on my own.”

**Boy, aged 14**

[Video – victims](#)

[Video – bystanders](#)

“Ever since the Paris attacks, I have been getting bullied really badly at school. I wear a headscarf and the bullies think that just because I am Muslim that I support ISIS. It’s gotten so bad that I have started to miss school, which I never do. The teachers can see what’s happening but they don’t seem to want to get involved or do anything about it. I just want to be treated like a human being and the same as everyone else.”

**Girl, aged 15**

# Bullying and Safeguarding

- ▶ **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development...it may involve serious bullying (including cyberbullying). (KCSIE 2016)
- ▶ **All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse.** This is most likely to include, but may not be limited to, bullying (including cyberbullying)...

# Fact

- ▶ Studies have shown that when victims tell someone about bullying, they are far more likely to stop being victims compared with those that don't tell.



# How to report bullying

- ▶ Speak to a member of staff
  - ▶ Speak to an anti-bullying ambassador
  - ▶ Send an email to [antibullying@kingedwardvillichfield.staffs.sch.uk](mailto:antibullying@kingedwardvillichfield.staffs.sch.uk)
  - ▶ But PLEASE tell someone
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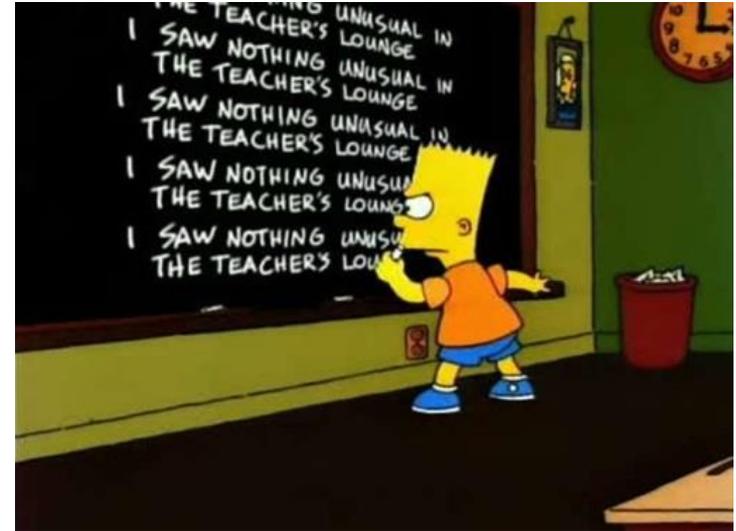
# *Proactive strategies for dealing with bullying*

- ▶ Whole-school policy
- ▶ Adult modelling of behaviour
- ▶ School councils
- ▶ Systems that support parent/carer involvement
- ▶ Improving school grounds
- ▶ Curricular materials/approaches
- ▶ PSHE
- ▶ Assertiveness training
- ▶ Peer support schemes  
e.g. peer mentoring
- ▶ Space Base!



# Reactive strategies for dealing with bullying

- ▶ Direct sanctions



- ▶ Restorative approaches – mediation



# School Procedures for dealing with incidents of bullying

- ▶ All newly reported incidents will be dealt with promptly and seriously. Students involved will be interviewed (no blame approach). These interviews will be logged, with details of all parties involved. Sanctions (if appropriate) will be applied in accordance with the school's behaviour policy. Disciplinary procedures will always take account of any SEN or disabilities and the needs of any vulnerable students.
- ▶ Parents of both parties will be contacted and complaints from parents will be dealt with promptly.
- ▶ All parties will be checked over a period of four weeks by a member of the Pastoral Support Team. Any further issues may result in a loss of 20 points for Bullying/intimidating behaviour.
- ▶ Repeat incidents, with either the same or different victims, would result in further and more serious intervention. This may include police involvement. In addition to the sanctions imposed, there will be the use of supportive strategies for the bully.
- ▶ Victims will be supported using strategies that they feel most comfortable with. This range could include counselling, (from either a professional or a member of the school community), being encouraged to express themselves, getting involved in clubs or activities in school, having a mentor (staff/student), having a member of staff who they can go to, or any other appropriate strategy.
- ▶ The pastoral support team keep a record of incidents of bullying, and use this data to evaluate the effectiveness of the school's anti-bullying work.

# Our role as an Anti-bullying team

- ▶ To provide a safe and secure environment for students to visit.
  - ▶ To prevent students from being alone during lunchtimes.
  - ▶ To offer support and be the stepping stone between the students and staff when they don't feel comfortable going straight to a member of staff.
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# Thank you

- ▶ Do stay behind if you wish to discuss any of the issues raised.



# Further reading and resources

- ▶ Pastoral Care 11–16 – Noel Purdy. *Bloomsbury*.
  - ▶ Preventing and dealing with bullying – Dr Julie Casey. *Futurelink*.
  - ▶ Preventing and Tackling bullying – *DfE* (see gov.uk)
  - ▶ Cyberbullying: Advice for headteachers and school staff – *DfE*
  - ▶ School support for children and young people who are bullied – *DfE* (enclosed)
  - ▶ Keeping children Safe in Education (Sept 2016) – *DfE*
  - ▶ [www.NSPCC.org.uk](http://www.NSPCC.org.uk)
  - ▶ [www.Kidscape.org](http://www.Kidscape.org)
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