



**East Riding of Yorkshire Children's Trust Board**

# **East Riding Children and Young People's Anti-Bullying Strategy**

**2014-17**



integrated  
children  
and young  
people's  
services

## FOREWORD

The East Riding Anti-Bullying Strategy is an LSP strategy which has been produced in order to ensure that East Riding of Yorkshire Council, working in partnership, provides support not only to schools, but any setting in the wider community to prevent and tackle bullying of children and young people.

The strategy forms part of a suite of strategies which sit under the overarching East Riding Children and Young People's Strategic Plan 2013-2016.

When we recently undertook consultation with children and young people we found that bullying was a very important issue in the lives of many young people. We found that the way young people responded to bullying was different, from just getting on with life regardless, fighting with the perpetrators of bullying, to getting into contact with the Samaritans.

There is no statutory duty to produce an anti-bullying strategy; however, it is vital that we work with children and young people, schools and other settings to challenge all forms of bullying and discrimination and ensure that all children and young people are safe.

This strategy will not however completely prevent bullying taking place. When it does happen, therefore, we need to have in place interventions which children and young people want. During the consultation we were told that this included; being listened to by adults in all settings, being empowered to challenge bullies and have access to peers and other mentors with whom they could spend time with in order to alleviate some of the issues caused by bullying.

Through the consultation, children and young people also showed empathy towards the perpetrators of bullying. Therefore, providing support for those children and young people who carry out bullying behaviours is also central to this strategy.

Our vision and priorities around bullying are shaped by our understanding of local needs and by national priorities. The strategy outlines the legal obligations and powers which exist in all settings in order to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources which can be used in all settings to prevent and tackle bullying.

*Kevin Hall, Director of Children, Families and Schools and Cllr. Julie Abraham Cabinet Member for Children, Young People and Education, East Riding of Yorkshire Council*

We would very much welcome feedback on this plan – please contact Kevin Hall, Director of Children, Families and Schools at [kevin.hall@eastriding.gov.uk](mailto:kevin.hall@eastriding.gov.uk)

## INTRODUCTION

Children and young people being bullied is not new and no strategy or action plan which the Council produces with its partners will eradicate bullying. However, having in place an effective strategy to prevent and tackle bullying is vital in order to ensure that we can support and protect children and young people in the East Riding.

In producing this Strategy, we undertook a range of different consultation activities with children and young people across the East Riding. We found that bullying was part of all children and young people's lives in one way or another. For some, that unfortunately meant being bullied, for others, it meant having friends who were bullied, watching or being a bystander when bullying was taking place or being a person who perpetrates bullying behaviour.

Through the consultation, we found that children and young people had developed their own definitions of bullying. Some of the young people referred to friendly 'banter' taking place between friends and peers as being distinctly different from bullying as a repeated activity. Children and young people told us that 'banter' was generally accepted between friends. It was recognised by some that 'banter' sometimes crosses the line of what is acceptable. Whilst this was contextual and depended on the individuals involved, there was generally recognition amongst all children and young people who we spoke to, of the difference between friendly 'banter', as a term of endearment and bullying.

Through the consultation we recognised the impact that bullying had on the lives of our children and young people. The way young people respond to bullying was discussed, with responses ranging from just getting on with life regardless of bullying, fighting with the perpetrators of bullying to getting into contact with Council services or specialist groups such as the Samaritans.

When we consulted Looked After Children (LAC), the impacts of being a LAC, such as being placed in care or not seeing their parents for long periods of time, were identified as being potential reasons for being bullied.

A number of the LAC we consulted commented that teachers and other peers did not fully understand what it is to be a LAC, the circumstances which they came from and the issues which they faced in life. This potentially made LAC more vulnerable to bullying.

A number of reasons for bullying were also identified including gender based bullying, special educational needs and disability based bullying and (social) class based bullying.

One of the specific issues children and young people identified through the consultation, which they felt was a key reason for bullying, was body image. They feel pressured to fit into a contemporary body image stereotype; either being thin for girls and muscular for boys.

In response to this, children and young people felt that more could be done to celebrate difference. Breaking down stereotypes was important to the majority of children and young people we consulted.

During the consultation, mentoring was discussed at length and peer mentoring was recognised as being very positive and a way to prevent bullying taking place. It was noted that Hornsea School and Language College, for example, operated a scheme where pupils were trained as mentors and supported other pupils with regard to bullying. The scheme was empowering for all and one of the mentors commented how important this role was within the school and also for her personal development.

One of the challenges identified through the consultation was that teachers in their view could potentially, do more to tackle and understand young people and bullying. It was acknowledged, however, that schools provide information on bullying, but it needed to be constant and consistent.

What was important for some children was having somebody to talk to, who was not their parent, in order to focus on positive aspects of their lives.

In general, children and young people felt that more support for children that are being bullied would make a difference. Some young people suggested that they should be more empowered to report bullying and anonymous local mechanisms should be developed to support this. At the same time, it was agreed that the perpetrators of bullying should also be supported. All the children and young people we consulted showed some element of empathy towards those who bullied, recognising that it may an issue in their own life which was the root cause.

## **DEFINITION OF BULLYING**

Bullying is behaviour by an individual or group, repeated over time that intentionally hurt, intimidate, humiliate or embarrass another individual or group either physically and/or emotionally.

Bullying can take many forms, and may include any of the following:

- Being called names being teased or taunted
- Being subjected to threatening or embarrassing e-mails, mobile telephone or multimedia messages, pictures or video
- Being humiliated via inappropriate use of websites or cyber bullying
- Rumours being spread about someone
- Being pushed or pulled about
- Being hit or attacked
- Having bags and other possessions taken and thrown around

- Being ignored and isolated
- Being forced to hand over money or possessions

Bullying can be an unconnected, spontaneous event or a repeated activity. In either case it can be subtle or systematic. People can be bullied for various reasons including:

- Race
- Gender
- Sexual orientation and identity
- Disability
- Socio-economic status
- Nationality
- Language
- Religion
- Just 'being different' even if only in some small way
- Appearance, such as their hair colour, height, weight, the way they dress, physical disfigurement

## LOCAL CONTEXT

There is no statutory requirement for the Council to collect bullying data from schools. There is however a requirement for schools to record data to record bullying incidences. Bullying is one of the reasons why a child may be excluded from school. In 2011/12, there were no permanent exclusions in the East Riding as a result of perpetrating bullying, (nationally there were 40 recorded cases). In terms of fixed-term exclusions during the same period, there was seven in the East Riding and 4790 nationally.

Following the findings of the Pilkington Inquiry in 2011 which dealt with a case involving the prolonged bullying by teenagers of a woman and her disabled daughter, leading to her killing her daughter and committing suicide, the Council has developed a Hate Incident Policy which covers identity based bullying within all Council services and where incidents are reported to the Council.

A Hate Incident is defined as any incident which any person believes is motivated by hate or discrimination based on a person's identity or perceived identity, for example their race, disability, religion or faith, sexual orientation, gender or age.

A Hate Incident can be;

- Assault
- Verbal abuse
- Arson
- Graffiti
- Noise Nuisance
- Offensive literature or symbols
- Property or vehicle damage
- Harassment
- Threats
- Malicious telephone calls, text messages, emails or cyber messaging

All hate incidents must be reported to the Council's Health, Diversity and Information Team and, where appropriate, are shared with partner organisations in order to prevent further crimes being committed.

## **CYBER BULLYING - a new dimension to bullying**

The development of Information Communications Technology (ICT) has seen a rapid increase in new forms of bullying behaviours. With wider access to the Internet, e-mail and social media, cyber bullying and associated threatening behaviour (cyber threats) are emerging as key challenges.

The National Association of Schoolmasters Union of Women Teachers (2012) estimates that between a fifth and a quarter of students have been cyber bullied at least once and the problem is more likely to take place outside rather than inside schools/colleges. A significant number of those who are bullied tell no-one about the bullying.

Cyber bullying may include threats and intimidation directed against staff as well as pupils and jeopardises effective teaching and learning. All schools and colleges should have in place disciplinary policies and procedures which address the problem of cyber bullying to protect pupils/students and staff, and to regulate the use of ICT equipment inside and outside the school or college.

Parents and carers need to be confident that when children and young people are at home they are safe from bullying and victimisation. Cyber bullying potentially removes the home as being a safe haven.

## **OUR VISION**

**Our vision is that children and young people are able to grow up in a secure environment free from bullying that gives them confidence and supports them to lead safe happy and fulfilled lives.**

In order to support this vision, the East Riding Children's Trust Board has agreed the following priorities for preventing and tackling bullying. We will:

- Promote resilience, celebrate difference and challenge discrimination
- Create safe environments where all forms of bullying are not tolerated and where children and young people feel confident to report bullying
- Support the training and development of all staff who work with children and young people to effectively prevent and tackle bullying

The strategy also seeks to identify, tackle and overcome the causes of bullying through:

- Timely and effective action where bullying has occurred in order to mitigate its effects on the child or young person
- Prevention and early intervention approaches
- Positive engagement and support from all stakeholders, including children, young people and their parents/carers
- Rigorous data collection and analysis
- Systems safeguards such as those supporting the use of ICT

## **OUR PERFORMANCE FRAMEWORK**

The priorities will inform the development of a comprehensive multi-agency action plan.

The following actions have been developed to help prevent bullying and reduce the prevalence of bullying. We recognise that bullying manifests itself in many different ways and for many different reasons. Through this Strategy we seek to eliminate all forms of bullying.

The actions set out below endeavour to address the issues identified in the consultation undertaken with relevant groups, meet the local vision for children and young people, reflect the voice of East Riding children and young people and ensure compliance with national and local policy.

### **Promote resilience, celebrate difference and challenge discrimination**

- Work with stakeholders to identify how best to promote the strategy and key messages about anti-bullying
- Continue to encourage schools to participate in the National Healthy Schools Programme
- Support schools to deliver their PSHE programmes
- Make frontline staff aware of all available information, advice and support for young people, families and professionals when an incident has occurred or when a potential situation may occur
- Promote anti-bullying activity in all settings such as children's homes, foster care placements and leisure centres
- Ensure that all settings actively undertake to celebrate difference and diversity
- Help settings to understand their responsibilities in terms of anti-bullying and plan for them

### **Create safe environments where all forms and methods of bullying are not tolerated**

- Listen to children and young people and consult with them on how to prevent bullying
- Provide identity related bullying guidance to schools and other settings
- Support safeguarding in all settings
- Provide schools and other settings with support on the development and implementation of positive behaviour strategies to prevent and tackle bullying, with particular emphasis on cyber-bullying
- Provide good information to children, young people and parents/carers on how to access support
- Provide young people, parents and carers with information about how to report bullying incidences

- Address bystander behaviour and the reporting of bullying activity
- Encourage all settings to put in place effective mechanisms to collect information with regard to bullying
- Promote good practice with regard to the prevention of anti-bullying activity

### **Support the training and development of all staff who work with children and young people to effectively prevent, identify and tackle bullying**

- Ensure multi-agency staff are aware of the National Institute for Clinical Excellence Public Health Guidance relating to social and emotional wellbeing in school
- Work with the Councils' Health, Diversity and Information Team to collect intelligence with regard to bullying in the East Riding
- Work with children and young people to manage incidences in which they become involved
- Improve engagement between key partners including children and young people, police, parents and carers, schools, college and the voluntary and community sector
- Develop close partnership working between the Anti-bullying Steering Group and East Riding Children's Safeguarding Board
- Ensure responsibilities are incorporated into relevant strategic and planning documents
- Implement training around new trends and terminology which young people use daily to support staff in recognising negative online behaviours or potential safeguarding issues
- Ensure that information is distributed with regard to strategies to deal with cyber-bullying

### **Performance Monitoring**

A survey of children and young people, covering Years 7 and 10 and currently scheduled for Spring 2014, will be used to establish baselines for a range of indicators to measure the progress we are making against the priorities set out above during the life of this strategy.

## **PARTNERSHIP WORKING**

This Strategy is a Local Strategic Partnership (LSP) Strategy and will be delivered in partnership with, amongst others, the Police, Health, Humberside Probation Services and the voluntary sector. The Strategy supports the delivery of the Children and Young People's Strategic Plan which, in turn, supports the overarching East Riding Community Plan. The Community Plan provides the key driver for those partner organisations working to improve outcomes for children and young people.

We will work together to deliver high quality, effective, value for money services for children and their families. To ensure that services work in partnership to deliver the outcomes identified in this strategy, action to deliver the strategy will be led and overseen by the Vulnerable Children and Young People's sub group of the Children's Trust Board.

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## **RESOURCES**

There is currently no dedicated budget allocated to support the co-ordination of anti-bullying work and this could inevitably impact on the delivery of the Strategy and Action Plan. The Anti-Bullying Strategy Group and the Council's Children, Families and Schools Management Team are, therefore, currently in the process of identifying existing staffing resources to assist in delivering the actions set out in the strategy.

## **CONSULTATION AND ENGAGEMENT**

### **Listening to Children, Young People and Families**

The Anti-Bullying Strategy Group has undertaken a number of different consultation activities in relation to the development of this Strategy, this has included the Council's Children in Care Council, pupils who attend Special Schools and children and young people across all age-ranges who attend Hornsea Primary School and Hornsea School and Language College. In order to further inform the annual update of the Strategy, there will be further consultation as part of the scheduled annual consultation with young people which will take place in spring 2014.

## **NEXT STEPS**

This Strategy comes at a time of continuing challenge. However, we are committed to working together and using our limited resources effectively to deliver our vision whereby, 'All children and young people living in the East Riding will grow up in a nurturing family environment that supports them to lead financially independent, safe, happy and fulfilled lives'

An Anti-Bullying Strategy Working Group has been established to discuss feedback and monitor delivery of the Anti-Bullying Action Plan. An appointed officer manages this working group and reports to the Vulnerable Children and Young People's Group to provide feedback. The Head of Children and Young People's Support and Specialist Service chairs the Vulnerable Children and Young People Group and reports to the Children's Trust Board.

## APPENDIX I – GOVERNANCE

The publication, delivery and monitoring of the Anti-Bullying Strategy and Action Plan is overseen by the East Riding Children’s Trust Board, supported by the Vulnerable Children and Young People’s Group, into which the Anti-Bullying Strategy Working Group will report.

### East Riding Children’s Trust Board

**Chair:** Kevin Hall, Director of Children, Families and Schools, East Riding of Yorkshire Council

**Officer Contact:** Carl Duck – [carl.duck@eastriding.gov.uk](mailto:carl.duck@eastriding.gov.uk)

### Vulnerable Children and Young People’s Group

**Chair:** Jackie Lown, Head of Specialist Support Services

**Officer Contact:** Carl Duck – [carl.duck@eastriding.gov.uk](mailto:carl.duck@eastriding.gov.uk)

The following organisations are represented on the Group:

East Riding of Yorkshire Council	East Riding Secondary Heads	Humberside Probation Trust
Director of Public Health	East Riding Primary Heads	Hull and East Yorkshire Hospitals Trust
Healthwatch East Riding of Yorkshire	Humberside Fire and Rescue Service	Jobcentre Plus
Humber NHS Foundation Trust	North Bank Forum	East Riding of Yorkshire Clinical Commissioning Group

**Anti-Bullying Strategy Group**

**Chair:** Sharon Watts, Public Health Lead (Mental Health, Suicide Prevention, and School Nursing)

**Officer Contact:** Carl Duck – [carl.duck@eastriding.gov.uk](mailto:carl.duck@eastriding.gov.uk)

East Riding of Yorkshire Council	Youth Support Service	East Riding Primary Heads
Public Health	Educational Psychologist	Humberside Police
Educational Welfare	Policy and Strategic Partnerships	East Riding Voluntary Action Service
Health, Diversity and Information	East Riding Secondary Heads	

## APPENDIX 2 – GLOSSARY OF STRATEGIES LINKING TO THE ANTI-BULLYING STRATEGY

This glossary identifies the most important plans and strategies linked to this Strategy.

Strategy	Time Frame	Who	Link to East Riding Child Poverty Strategy	Status
'Our East Riding' – the East Riding Community Plan	2006 - 2016	East Riding LSP Board – Carl Duck	The East Riding LSP has set out a ten year ambition for the area that has become embedded in partnership strategies which operate across all service areas. Part of that ambition is: <ul style="list-style-type: none"> <li>• Children and young people are happy, healthy, confident, safe and reach their full potential</li> </ul>	Current, most recently refreshed in 2013.
Children and Young People's Strategic Plan	2013 -2016	ERYC – Kevin Hall	This is the single overarching plan for all services which directly affect children and young people The Plan sets out an integrated approach, working together in partnership, to prioritise, co-ordinate and focus everyone's contribution towards enabling all young people to achieve their full potential. The Child Poverty Strategy sits directly under this strategic plan	Current
Special Educational Needs Strategy	New	ERYC – Jackie Lown	This strategy outlines the approach of the Council and its partners to the SEND reforms. It focuses on preparing for adulthood children and young people within the target group. It echoes the belief outlined in this strategy that best practice involves working alongside families to support and empower them to live the lives they want to lead	In development: For approval February 2014.
Early Intervention Strategy	New	ERYC – Pam Allen	This Strategy makes clear that effective early intervention and prevention services play a crucial role in determining the positive outcomes for children, young people and	In development: For approval February 2014.

			families most at risk of developing problems, potentially avoiding high cost services downstream	
Health and Wellbeing Strategy	2013-2016	Health & Wellbeing Board	<p>One of the 3 long-term priority outcomes for health, care and wellbeing in the East Riding within the strategy is that;</p> <ul style="list-style-type: none"> <li>• Children and Young People in the East Riding enjoy good health and wellbeing</li> </ul> <p>The strategy outlines how partners will work towards this outcome through intelligent joint commissioning of services and working differently with local people to engage them in securing better health, care and wellbeing. Whilst these are long-term outcomes the strategy focuses on what it can achieve over the next three years</p>	Current
Children and Young People Joint Commissioning Strategy	2013	ERYC – Jackie Lown	The key purpose of the Joint Commissioning Framework is to ensure a shared understanding of the way in which the partner agencies, represented on the Children’s Trust Board, will work together to commission the services that are needed to fulfil the priorities identified in the East Riding’s Children and Young People’s Plan and to ensure the effective implementation of the associated action plans	Refresh February 2014.
East Riding Young Carer’s Strategy and Improvement Plan	2013	ERYC – Pam Allen	The strategy ensures that young carers are firstly treated as children and young people and are able to fulfil their own aspirations. Their caring role is acknowledged and appropriate support provided to ensure they are not providing significant and inappropriate levels of care	In development: For approval March 2014.
Looked After Children’s Strategy	2011-2016	ERYC - Pam Allen	The priorities set out in the strategy are to;	Current: Refresh to be

			<ul style="list-style-type: none"> <li>• Ensure that they have stable placements</li> <li>• Improve their health and wellbeing</li> <li>• Ensure they stay safe in their home and community</li> <li>• Improve their education and enjoyment</li> <li>• Improve their positive contribution outcomes</li> <li>• Support young people to achieve economic wellbeing</li> </ul>	completed by March 2014.
Youth Justice Plan	2013-14	ERYC - Pam Allen	<p>The principal aim of the service is to prevent offending and re-offending by children and young people. The service works with:</p> <ul style="list-style-type: none"> <li>• Young people aged 10-17 who, because of alleged or actual offending have become involved in the criminal justice system.</li> <li>• Children and young people identified as at risk of offending</li> <li>• Families of children and young people offending or at risk of offending, and</li> <li>• Victims of young people who have offended</li> </ul>	Current
Improving Schools, Improving Lives	2013-2016	ERYC – Mike Furbank	<p>Improving Schools, improving lives, is our strategy for improvement, identifies the importance of “Excellence for All” and “Skills for All” in the modern global economy. It introduces refreshed aspirations and priority outcomes that challenge providers to equip children and young people for a bright future and establish the East Riding’s national reputation for high quality education and learning. It outlines what steps are intended; working in partnership to ensure the vision in realised, and performance of schools is closely monitored and challenged.</p>	Current

Joint East Riding Healthy Weight Strategy	2010-2015	ERYC – Andy Kingdom	<p>The aim of this Healthy Weight Strategy is to improve health by working in partnership to prevent and reduce obesity and promote a healthy weight at all stages of life. Key objectives which link to the Child Poverty Strategy include:</p> <ul style="list-style-type: none"> <li>• to stop the year on year rise in levels of obesity for the under 11s</li> <li>• increase access to and choice of physical activities and facilities</li> <li>• improve access to information advice and education to adults and children</li> </ul>	Current
Strategy for the Emotional Health and Wellbeing of Children and Young People	2012-2015	ERYCCG – Alex Seale	<p>Children in poverty are at risk of developing emotional health problems. The strategy objectives are to:</p> <ul style="list-style-type: none"> <li>• strengthen social and emotional resilience</li> <li>• promote emotional health and wellbeing especially for vulnerable groups</li> <li>• promote good parenting skills</li> <li>• ensure parents, young people and professionals know where to go for assessment, intervention and support</li> <li>• commission services that are able to respond quickly and appropriately to need</li> </ul>	Current
Reducing the Impact of Alcohol Strategy	2009-2014	Public Health – Tim Allison	<p>The alcohol strategy links cross-cutting issues, including harm to health and well-being, anti-social behaviour, violent crime, road accidents, social harm and the harm caused to the development, achievement and well-being of children and adults in the East Riding</p>	Current

## **APPENDIX 3 – STATUTORY CONTEXT FOR THE EAST RIDING ANTI-BULLYING STRATEGY 2014 - 2017**

Every service working with children and young people must have measures in place to prevent all forms of bullying; this is explicit in the following legislation:

### **Section 11 of Children Act 2004**

Section 11 of the Children Act 2004 places a duty on key persons and bodies to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children.

There are seven components of Section 11

- Senior management commitment to the importance of safeguarding and promoting children's welfare
- A clear statement of the organisations responsibilities towards children available for all staff
- Service development that takes account of the need to safeguard and promote welfare and is informed by the views of children and families
- Staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families
- Safe recruitment procedures in place
- Effective inter-agency working to promote the welfare of children
- Effective information sharing

Who does section 11 apply to?

The key people and bodies that are covered by the duty are:

- Local authorities including district councils
- The Police
- The Probation Service
- NHS bodies
- Organisations providing services under section 114 of the Learning and Skills Act 2000
- Governors, directors of prisons and young offender institutions
- Directors of secure training centres
- The British Transport Police

## **What does the law say schools and local authorities should and can do about bullying?**

The law requires that children's services authorities must make arrangements:

- To promote co-operation between the authority, its partners and others with a view to improving the wellbeing of children in their area  
This includes children's physical health, mental health and emotional well-being, protection from harm and (support for) educational and social wellbeing
- For ensuring that their functions are discharged, having regard to the need to safeguard and promote the welfare of children

The law requires that school governing bodies must:

- Make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour
- Consult the headteacher, other appropriate members of staff, parents and all pupils on this statement of principles
- Promote the wellbeing of pupils in their school
- Exercise their function with a view to safeguarding and promoting the welfare of pupils
- Produce an Annual Profile answering the question 'How do we make sure our pupils are healthy, safe and well supported?'
- Have an Equality Policy and assess and monitor the impact of their policies, strategies and key decisions on pupils, staff and parents, with particular reference to the impact on pupils' attainment
- Establish procedures for dealing with complaints about bullying, and all matters relating to the school and publicise these procedures

The law requires that headteachers must:

- Determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the headteacher must include measures to be taken with a view to, 'encouraging good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils'
- Publicise the measure in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year
- Determine and ensure the implementation of a policy for the pastoral care of the pupils
- Ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities whether on the school premises or elsewhere

The law requires that teachers must:

- Promote the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment
- All staff must apply the school rewards and sanction lawfully

### **The Education and Inspections Act 2006**

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

### **Independent School Standard Regulations 2010**

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

### **The Equality Act 2010**

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it

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

## APPENDIX 4 – FURTHER SOURCES OF INFORMATION

- DfE Behaviour and Discipline in Schools Guidance.  
<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-%20headteachers-and-school-staff-on-behaviour-and-discipline>
- Make Them Go Away (a video resource about bullying involving young children with disabilities).  
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00672-2009>
- Let's Fight it Together (a video resource about cyber-bullying).  
<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00239-2008>

### Legislative Links

- Schools' duty to promote good behaviour: Education and Inspections Act 2006 Section 89 and Education (Independent School Standards) (England) Regulations 2010.  
<http://www.legislation.gov.uk/ukpga/2006/40/section/89>
- Power to tackle poor behaviour outside school.  
<http://www.legislation.gov.uk/ukpga/2006/40/section/90>
- The Equality Act 2010.  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

## Specialist Organisations

- **Beatbullying:** A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the Cybermentors peer support programme for young people affected by bullying.  
<http://www.beatbullying.org/>
- **Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.  
<http://www.kidscape.org.uk/>
- **Restorative Justice Council:** Includes best practice guidance for practitioners 2011.  
<http://www.restorativejustice.org.uk/>

## Cyber-Bullying

- **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves.  
<http://www.childnet.com/>

## Lesbian, Gay, Bisexual and Transgender

- **EACH:** A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.  
<http://www.eachaction.org.uk/>
- **Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.  
<http://www.schools-out.org.uk/>
- **Stonewall:** An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.  
[http://www.stonewall.org.uk/at\\_school/](http://www.stonewall.org.uk/at_school/)

## Special Educational Needs and Disabilities

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.  
<http://www.mencap.org.uk/>
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.  
<https://www.changingfaces.org.uk/Home>

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