What is bullying?

Anti Bullying Alliance definition of bullying
http://www.anti-bullyingalliance.org.uk/

‘The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.’

- verbal bullying e.g. calling you names
- emotional bullying e.g. teasing you, talking about you, leaving you out
- physical bullying e.g. pushing you, hitting you
- cyber-bullying e.g. text message, Facebook, email

NSPCC definition https://www.nspcc.org.uk/

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child can feel like there’s no escape because it can happen wherever they are, at any time of day or night.

As teachers we also have the right to feel safe and free from bullying and harassment in school


What do the statistics tell us?

The Good Childhood Report reveals that England’s pupils are some of the unhappiest in the world and face alarming levels of physical and emotional bullying. Children in England, and especially girls, are also particularly likely to feel negative about their appearance and their self-confidence.

Bullying continues to take a toll on pupils’ mental health, with bullied children six times as likely to experience low wellbeing. The report shows that 38% of 10 and 12 year olds in England have been physically bullied and 50% have felt excluded in the last month.

‘For too many years, our society lived with a view that children should be seen and not heard. Without listening to children and understanding children’s own views about their quality of life –how can we ever expect to improve the lives of children and young people?’

Since the Government’s ‘Tell Us Survey’ ceased in 2010, national bullying statistics are hard to find; it is crucial though we know about the well being of our pupils in school.

Many schools use ‘Survey Monkey’ or a similar on line tool to gain feedback from their pupils in order to;

- Identify the prevalence of bullying,
- Identify the nature and location of bullying in and outside school
- Identify and explore patterns over time
- Evaluate what strategies are working
- Identify what needs to improve

National, local and school surveys nearly always identify appearance as the number 1 aggressor of bullying, with 51% saying they were bullied because of attitudes towards how they look. ‘Ditch the label Survey 2015’

- Of the 40% of respondents reported being bullied for personal appearance 36% reported being bullied for body shape, size and weight. Ditch the label Survey 2015’

- Highest risk to bullying was the following groups: all types of disability, LGBT and low income backgrounds. ‘Ditch the label Survey 2015’

- More than 16,000 young people are absent from school due to bullying NSPCC 2015

- Over half of lesbian, gay and bisexual young people have experienced homophobic bullying at school NSPCC 2015

Links with national guidance

School Inspection Framework 2015 Ofsted

Outstanding:

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the
dangers of inappropriate use of mobile technology and social networking sites.

Teachers’ Standards


TS1: Establish a safe and stimulating environment for pupils, rooted in mutual respect

TS7: Manage behaviour effectively to ensure a good and safe learning environment and have clear rules and routines for behaviour in classrooms.

Resources, research and advice

Anti Bullying Alliance

http://www.anti-bullyingalliance.org.uk/

Resources / Advice
Anti Bullying week information and resources

NHS Live Well

http://www.nhs.uk/Livewell/Bullying/Pages/Antibullyinghelp.aspx

Useful links to support and resources

Bullying UK

http://www.bullying.co.uk/anti-bullying-week/anti-bullying-week-resources/

Homophobic, biphobic and transphobic bullying

Stonewall
‘We want every school to be free from homophobic, biphobic and transphobic bullying and to ensure that all young people, regardless of their sexual orientation or gender identity, can flourish’ Mission.

http://www.stonewall.org.uk/get-involved/education

Resources for teachers

Also look at primary resources ‘Different Families’


PSHE Association


https://www.pshe-association.org.uk/curriculum-and-resources/resources/reach-teaching-resource

On line safety

NSPCC

Resources for teachers, pupils and parents


NSPCC parent advice also useful for teachers

Share Aware campaign for Primary school but also worth looking at for year 7 or adapting for older pupils


North Yorkshire Police

http://www.northyorkshire.police.uk/15663

‘Keep it to your selfie’ … and ‘pause before you post campaign’

PSHE Association

Lesson plans and resources

https://www.pshe-association.org.uk/news/teaching-resources-anti-bullying-week

The Who Cares Trust

Looked after children and young people can be particularly vulnerable to bullying, and will often not have a stable support network to help them deal with the problem. Schools have a major part to play in ensuring that children in care are healthy, happy, safe and successful.

Like anyone who is seen as ‘different’ at school, children in care may receive unwelcome attention stemming from their circumstances. Sometimes the behaviour of other pupils is the result of curiosity expressed inappropriately. On other occasions these situations can become more unpleasant, and could develop into bullying. http://www.thewhocarestrust.org.uk/pages/tackling-bullying-and-discrimination.html

DfE

Case studies


University of York


PGCE Partnership Update

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