

Be proud of
who you are.

Be proud of
Devon's diversity.



Prejudice-related bullying: preventing and responding

Information for schools in Devon

Introduction

Children and young people in Devon tell us in a variety of ways that bullying is a significant concern to them. This reflects national research which estimates that:

- eight out of ten children with disabilities are bullied at some point
- sixty five per cent of children experience homophobic bullying
- the proportion of racist bullying incidents is higher in mainly white areas, such as Devon.

This guidance is part of Devon's response to bullying by supporting schools in their work to make sure that children are safe and feel safe. This booklet focuses specifically on prejudice-related bullying. It highlights some of the key ways schools can respond to prejudice and provides information about the wide range of specialist support that is available from local organisations.

The Government has produced guidance on how schools can:

- tackle bullying in general
- respond to the different kinds of bullying, such as cyberbullying, homophobic bullying, bullying involving children with Special Educational Needs and disabilities and bullying around race, religion and culture.

Schools can also sign up to the **Anti-Bullying Charter** to show their commitment to tackling all forms of bullying. The full guidance is available at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

Community Cohesion

Preventing and responding to prejudice-related bullying is part of our work in developing community cohesion. Schools have a duty to promote community cohesion.

"By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

**Alan Johnson, Secretary of State for Education and Skills,
speaking in Parliament on 2 November 2006**

As all children and young people can benefit from meaningful interaction, schools will need to consider how to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations.

Through their ethos and curriculum schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences.

The Devon picture

Our information on bullying can be confusing. The nationally-run Tellus survey has provided no reliable information as an insufficient number of schools took part, however we do have some data nationally and for the South West.

- Around 90% of children say that they feel safe in school and going to and from school.
- Around 50% of children say that they have been bullied in school.
- Ofsted inspections in Devon schools normally identify that children feel safe and that good systems to deal with bullying are in place.
- Research from Exeter University on the experience of student teachers with BME backgrounds, suggests that racism is not unusual in Devon.
- Schools have a duty to report racist incidents to their local authority, but this is patchy in Devon and gives inconsistent information compared with other sources.
- Around 25% of Ofsted inspections in Devon have an action recommending improving provision for the UK dimension of community cohesion, especially understanding diversity in faiths and cultures where it is commented that this is lacking.

Policies to reduce bullying

Most Devon schools have already achieved, or are working towards achieving, the Devon Healthy Schools Award and so will have a clear anti-bullying policy in place. The policy will set out the school's approach to anti-bullying education and response to all bullying incidents. The policy should include:

- background information about the school
- the policy formation and consultation process
- the aims of the school anti-bullying policy
- the ethical framework and a statement of values
- a commitment to equal opportunities and diversity

- content of the anti-bullying education programme
- organisation of the programme
- specific issue statements, such as:
 - the role of outside agencies and organisations and procedures for their involvement in school
 - disciplinary procedures
 - responding to bullying incidents
 - dissemination of the policy
 - bullying incidents in school
 - monitoring procedures
 - monitoring and review of the policy.

Practical help

Sometimes schools will find it useful to look for external support from outside agencies and organisations. This booklet is designed to provide schools with useful information on some of the ways to prevent and respond to prejudice-related bullying, including:

- local experts to come in and talk to staff and governors about diversity topics - such as counteracting gender stereotypes, homophobia, what it's like to be someone in school who has a learning disability, gypsy and traveller communities, what Islam is really about or a range of other topics
- a group to come in and run a drama workshop or an assembly to enhance the school's anti-bullying education programme, for example exploring prejudice
- an experienced mediator to help tackle a case of repeated bullying
- examples of how school culture can encourage positive self-esteem about gender and positive behaviour towards children of the opposite gender or children who are transgender
- someone to come and train staff in using Restorative Justice techniques
- advice on setting up a school club which will promote community cohesion and integration
- someone to support a family through a case of racism
- local voluntary sector support organisations for minority groups.

Bullying, difference and prejudice

'Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types are:

physical - hitting, kicking, theft using physical aggression, invasion of personal space

verbal - racist, gender-biased or homophobic remarks, threats, name calling

emotional or indirect - isolating an individual from the activities and social acceptance of their peer group, spreading rumours

technological - using technology to hurt an individual, text messages, internet.'

Safe to Learn: Embedding Anti-bullying Work in Schools DCSF, 2007

A child may also feel that their school environment is hurtful and threatening without encountering a specific bully. The school culture may unwittingly affect children who, for whatever reason, feel different in some way and who experience school as a place which doesn't recognise or respect that difference.

Many children, young people and adults are bullied because they are seen to be different. This is usually referred to as prejudice-related bullying. Children and young people may be seen as different because of their:

- ethnicity
- religion or culture
- sexual orientation (perceived or actual)
- gender or transgender identity (perceived or actual)
- Special Educational Needs or disabilities.

Some children and young people are singled out because they are overweight, affluent, deprived, in care or young carers, or for a variety of other reasons. Sometimes the person bullying can't explain the reasons, they just see their target as 'different'.

Bullying that is prejudice-related can include verbal assaults, offensive jokes or language, mockery and ridicule. Young children may use words without an understanding of their meaning.

Some prejudice surfaces fleetingly in lessons or during playground activities; comments such as “you’re just a girl” addressed to either gender, “that’s gay”, or “boys don’t cry”. Such comments can be seen as part of growing up, and may seem unremarkable, but if left untackled they contribute to an adverse culture in the school in which bullying incidents are more likely to occur.

Children who overhear such comments may feel unsettled, or may learn to repress a feeling they have of being different, to keep it hidden if they wish to remain safe; especially if they know the comments go unchallenged. They may also see the comments as accepted and therefore acceptable.

When such comments occur in a classroom situation, the teaching and learning support staff should have the training and expertise to respond in a constructive, flow-of-lesson way that helps children develop appropriate behaviour. However, for untrained adults in school, finding an appropriate response can be difficult, especially if the school culture fails to reinforce inclusive attitudes and non-prejudicial values.

Bullying policies need to differentiate between specific actions for dealing with a bullying incident and the everyday learning process actions which should be used to respond pro-actively to fleeting expressions of prejudice. Policies need to give clear guidance about the point at which fleeting expressions of prejudice become specific incidences of bullying.

School voluntary workers, contactors, and school employees other than teachers and learning support staff, need to be aware of the school’s policy and procedures and the importance of maintaining a positive, inclusive school culture.



What is racism and racist bullying?

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

Stephen Lawrence Inquiry Report Sir William Macpherson, 1999

'Racist bullying refers to a range of hurtful behaviour both physical and psychological, that makes a person feel unwelcomed, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

Safe to Learn: Bullying around Race, Religion and Culture DCSF, 2008
The full guidance can be found at www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/

Is there racism in Devon?

'The risk of racial attack is higher in areas with the smallest minority ethnic communities. One in 16 minority ethnic residents have been affected by racial incidences in Cornwall and Devon compared to one in 200 in the West Midlands.'

Minority Ethnic Pupils in Mainly White Schools DfES research report, 2002

"She called me names about being Polish, pulled my hair and waited for me after school."

"They shouted at me and told me to go back to where I came from."

"They call me Osama because I wear a hijab."



What is homophobic bullying?

'Homophobic bullying occurs when bullying is motivated by a prejudice against:

- young people who are lesbian, gay or bisexual (LGB)
- young people who are thought to be lesbian, gay or bisexual
- young people who are known not to be lesbian, gay or bisexual but are called that as a form of bullying
- young people who are different in some way from a prevailing stereotype of how a boy or girl should look or behave
- young people who have friends, family members, parents or carers who are lesbian, gay, or bisexual
- teachers or other adults in school who may or may not be lesbian, gay or bisexual.'

Safe to Learn: Homophobic Bullying DCSF, 2008. The guidance can be found at www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/

In 2007, Stonewall, in ***The School Report*** stated that homophobic bullying is almost endemic in Britain's schools. The report went on to say:

'Almost two thirds (65 per cent) of young lesbian, gay and bisexual pupils have experienced direct bullying. Seventy five per cent of young gay people attending faith schools have experienced homophobic bullying.'

Even if gay pupils are not directly experiencing bullying, they are learning in an environment where homophobic language and comments are commonplace. Ninety eight per cent of young gay people hear the phrases 'that's so gay' or 'you're so gay' in school, and over four fifths hear such comments often or frequently.

Less than a quarter (23 per cent) of young gay people have been told that homophobic bullying is wrong in their school. In schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied.

Over half of lesbian and gay pupils don't feel able to be themselves at school; 35 per cent of gay pupils do not feel safe or accepted at school.'

Is there homophobic bullying in Devon?

In 2007, The Intercom Trust published ***Youth Views Devon*** which researched the life experiences of gay, lesbian, bisexual and transgender young people living in the South West peninsula and, like the national research, identified the school environment as being by far the most homophobic place.

What is sexist and sexual bullying?

'Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or that they do not conform with the gender role prescribed to them) can also be targeted by bullies.'

More information can be found at www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/specifictypesofbullying/

Girls may have their sense of being a private person eroded. They may feel there is no place except the girls' toilets where boys will not be able to invade their personal space, including touching their bodies without permission. This feeling can become more acute after they begin menstruating and must change tampons and towels in toilets where bullying behaviour from other girls, or occasionally invading boys, can compromise the privacy of cubicles. Their need to bring sanitary protection into school increases the bullying impact of school-bag snatching or bag emptying by other students.

Boys may be under intense pressure to conform with supposed masculine behaviours, for which they may have no good guidance or appropriate role models. In schools which fail to deal with homophobia a combination of gender-prejudiced and homophobic bullying may occur.

Girls and boys are affected by media-promoted gender stereotypes, many harmful to the understanding of intrapersonal behaviours and personal development. Boys and girls who do not, or cannot measure up to media stereotypes may be bullied. Boys and girls who have access to pornography may have their views about sexual relationships between women and men distorted.

Ofsted is clear about the inclusive language they would expect to find in school cultures and that would help to safeguard girls and boys from gender prejudices.

Children with Special Educational Needs and disabilities

'Reports from the Children's Commissioner, the National Autistic Society and Mencap show that children with SEN and disabilities are more likely than their peers to be bullied. A 2007 Mencap survey found that eight out of ten respondents had been bullied and six out of ten had been physically hurt'.

Bullying Involving Children with Special Educational Needs and Disability. Safe to Learn: Embedding Anti-bullying Work in Schools DCSF, 2008. The guidance can be found at www.teachernet.gov.uk/_doc/12626/7655-dcsf-anti-bullying.pdf

There is a growing amount of research literature on bullying among children with disabilities and Special Educational Needs. This research indicates that these children may be at particular risk of being bullied by their peers.

For example, research tells us that:

- children with Attention Deficit Hyperactivity Disorder (ADHD) are more likely than other children to be bullied. They also are somewhat more likely than others to bully their peers (Unnever and Cornell, 2003)
- children with medical conditions that affect their appearance (such as cerebral palsy, muscular dystrophy, and spina bifida) are more likely to be victimized by peers. Frequently, these children report being called names related to their disability (Dawkins, 1996)
- children with hemiplegia (paralysis of one side of their body) are more likely than other children their age to be victimized by peers, to be rated as less popular than their peers, and to have fewer friends than other children (Yude, Goodman, and McConachie, 1998)
- children who have diabetes and who are dependent on insulin may be especially vulnerable to peer bullying (Storch et al., 2004).

While specific research has not been carried out locally in Devon schools, many disabled and deaf adults have described how they were bullied at school as children.

"In the classroom, if you ask for help it's like they laugh at you. They scribble on your work and then you take it back to the teacher and you get blamed for scribbling over your work."

Challenge, support, report

What to do about prejudice-related incidents

A successfully inclusive school culture with non-stereotypical learning environments, can reduce the level of bullying incidents, and if bullying does occur, it can usually be settled more readily.

Stereotypes are powerful and pervade our society. Not all stereotypes cause harm, but stereotypes that reinforce prejudices can result in attitudes and behaviours that cause schools to struggle with safeguarding issues. Schools are encouraged, for their own development plans and in their anticipation of Ofsted's new inspection emphasis on equality, diversity and safeguarding, to look carefully at adverse stereotypes in their school's culture.

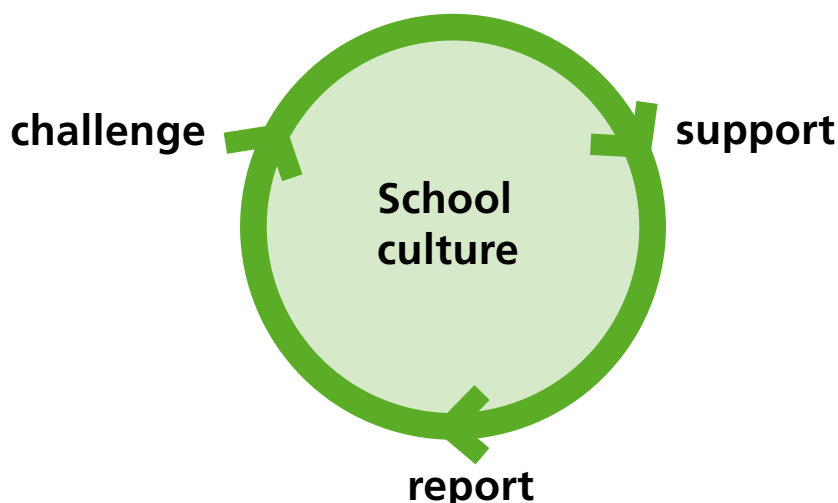
Schools need to consider three issues:

- **challenging** those responsible
- **supporting** the victim
- **reporting** what has happened to the right people.

Your school may already have procedures in place to deal with prejudice related incidents. It is important for head teachers and governors to develop and implement good practice around preventing bullying as well as making an immediate response. The aim is not just to respond appropriately to incidents as they happen, but to try to make sure that more incidents don't happen in the future.

Report, support and challenge should be a cyclical process that is regularly revisited so that all staff and pupils are aware that:

- prejudice of any sort will be challenged
- support is available for everyone involved – victims, perpetrators, families, head teachers, teachers and governors
- any incident will be reported and recorded.

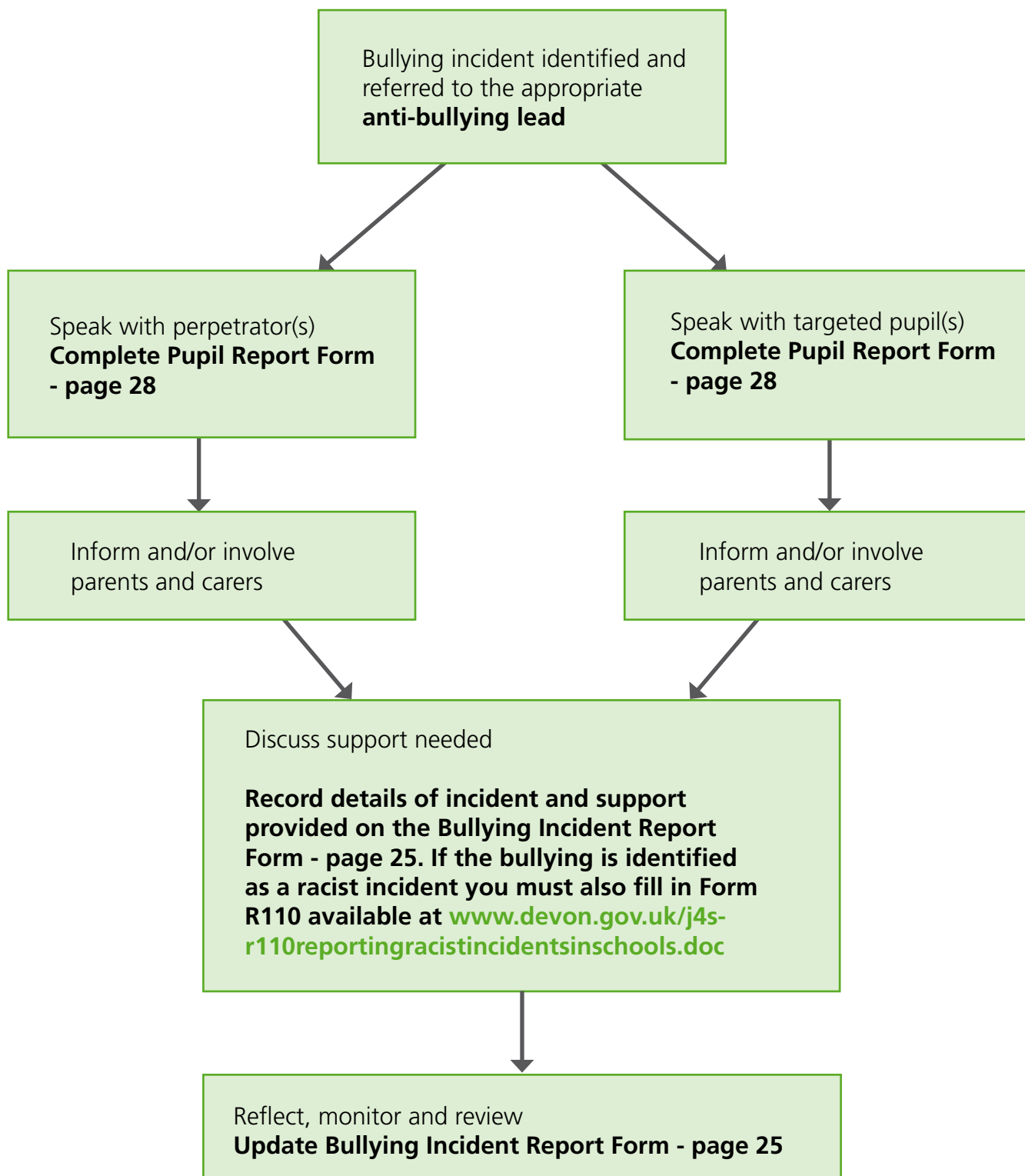


This table outlines some of the immediate responses and good practice strategies that are recommended. Where these measures call for support or intervention from external agencies and organisations you can find links and contact details on pages 20 to 23.

	Immediate responses	Good practice in schools
Challenge	<p>Challenge incidents sensitively.</p> <p>Speak to targeted pupil(s) and perpetrator(s) privately explaining why bullying is not acceptable.</p> <p>If necessary make arrangements to talk to the perpetrator's family.</p>	<p>Make your school a safe and inclusive school for everyone.</p> <p>Acknowledge and identify the problem of bullying.</p> <p>Make sure everyone involved in your school knows there is a zero tolerance response to all bullying incidents, including prejudice-related bullying.</p> <p>Develop anti-bullying policies which address different kinds of bullying, such as cyber-bullying, homophobic bullying, racist bullying and disability bullying.</p> <p>Make your school's anti-bullying policy clear to everyone in your local community.</p> <p>Promote a positive social environment.</p> <p>Address aspects of bullying and prejudice in groups such as at assemblies and circle time.</p> <p>Include addressing different types of bullying in curriculum planning.</p> <p>Address staff training needs and provide access to Equality and Diversity training for all staff.</p> <p>Display anti-bullying posters prominently in your school, along with Pupil Report Forms, a secure problem box and contact details for a named person responsible for monitoring prejudice-related incidents in your school.</p> <p>Celebrate achievements such as updating the school anti-bullying policy or reducing the incidents of bullying, through lesson time, newsletters, notice boards or websites.</p>

	Immediate responses	Good practice in schools
Support	<p>Comfort the targeted pupil(s) and discuss different ways in which you or the school can help.</p> <p>Find out what sort of support they want.</p> <p>Help pupil(s) to contact peer anti-bullying support groups or access outside support.</p>	<p>Provide age appropriate information, support and counselling for pupils involved.</p> <p>Involve families and carers when appropriate.</p> <p>Use Restorative Justice techniques to rebuild relationships and help perpetrator(s) unlearn prejudices.</p> <p>Use outside agencies or organisations to support your school.</p> <p>Set up an anti-bullying peer support group.</p>
Report	<p>Report the incident and record in the school's Bullying Incident Log (see page 29).</p> <p>Support pupil(s) to complete a Pupil Report Form if they want to (see page 28).</p> <p>Make sure that everyone else who needs to know, such as class teacher, form tutor, year head and head teacher are aware of the incident.</p>	<p>Have clear guidelines for everyone in your school about the procedures to follow in the case of a bullying incident and when and how to report an incident.</p> <p>Display anti-bullying posters prominently in your school, along with Pupil Report Forms, a secure problem box and contact details for a named person responsible for monitoring prejudice-related incidents in your school.</p> <p>The Bullying Incident Log must be monitored regularly and repeat incidents acted on.</p> <p>Incidents should be analysed by the head teacher.</p> <p>Details and quantity of incidents should be reported to DCC annually.</p> <p>Record the school's response to prejudice-related bullying incidents and the next steps taken.</p> <p>Agree with the governing body how bullying should be reported to them.</p> <p>Agree with the school council how bullying should be reported to them.</p>

Flowchart



Frequently asked questions

How do we decide if a bullying incident is prejudice related?

Ofsted's definition is 'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.'

In deciding if an incident is prejudice-related, a school should consider whether:

- pupils alleged to be responsible are known to hold prejudice views or to engage in prejudice behaviour, or are part of a friendship group known to hold prejudice views
- pupils alleged to be responsible were wearing outward signs of belonging to a racist culture, for example BNP insignia
- the language, clothing or appearance of the person attacked clearly identified them as belonging to a particular religious or cultural group
- there was no, or only slight, provocation
- there is no other explanation for the incident.

Just because an incident is alleged or perceived to be prejudiced does not mean that it is prejudiced. But it does mean that it must be recorded and investigated. Whether or not the pupil(s) responsible intended their behaviour to be prejudiced is irrelevant. Of course, when it comes to dealing with an incident, their intentions and attitudes are an important consideration, but at the stage of initial recording and investigating, their attitudes, motivation and awareness are not the main issue.

Do we have to record small, insignificant incidents?

Yes. Every incident, even those that seem small or insignificant, should be recorded in your Bullying Incidents Log (in much the same way as you would record an accident in an Accident Log) and dealt with. Prejudice-related name calling can be as hurtful and damaging as physical attacks and must be recorded. No one must be permitted to believe that discrimination is acceptable.

Who should record?

All staff, including teaching, ancillary and support staff should know how to record an incident in the Bullying Incident Log. It is usually possible to deal with minor incidents straightaway, in the classroom or playground. More serious or repeated incidents will need to be reported on to parents or outside agencies. Regular checks of the log book may reveal patterns, perhaps with individuals or particular groups of pupils. Repeated incidents will need to be reported on the Bullying Incident Report Form on page 25.

Why is it important to report?

The purpose is to monitor the level of prejudice-related incidents locally, regionally and nationally to look for any patterns and to plan steps to prevent and address further incidents. The Stephen Lawrence Inquiry recommended that all schools record and report all incidents and that Ofsted should examine whether this is being done.

Can a pupil make a report?

Yes. All Devon schools should have a sealed 'problem box' and a named adult for pupils to contact if they wish to. Pupils should also know how to complete and submit a Pupil Report Form page 28.

Will it look bad if a school has a lot of incidents?

No. In fact, recording incidents is evidence that the school has developed a positive atmosphere in which pupils feel confident that reports will be taken seriously and dealt with. If successful, an initial increase of reports can be expected as schools become better in promoting this, and then numbers will decrease as schools develop more effective measures for preventing incidents.

If we highlight prejudice-related incidents, couldn't this lead to a worse situation?

No. It goes without saying that all cases should be treated with sensitivity and care to avoid over-reacting. Even so, it is much more important not to ignore any bullying incidents. Pupils and their families need to feel supported and taken seriously. It will be much worse for society if, by ignoring incidents, we are giving pupils the impression that adults condone discriminatory behaviour.

What happens to our reports?

Information will be aggregated by Devon and submitted to the government in a statutory format showing numbers and where there has been follow-up. School names are not included.

Should schools aim for a nil return?

No. A nil return might imply that pupils are not confident about reporting incidents to staff, or that staff have not understood the nature or seriousness of prejudice-related bullying incidents. A school's population does not operate in a bubble separate from society and it is unrealistic for a school to expect that no prejudice-related comments will ever be made.

Examples of good practice

These local examples of good practice focus on countering racist bullying. We would welcome the opportunity to highlight good practice relating to other strands of prejudice.

Building links with local partners

St James High School in Exeter is a great example of how a school can build a strong anti-prejudicial bullying ethos by linking up with local partners and establishing ongoing relationships that have allowed a whole range of initiatives to be put into place.

Devon Racial Equality Council (DREC) worked with the school, and the police, to put in place a restorative justice programme in response to allegations of racist bullying – making sure that parents as well as students were involved in the resolution process. Since then, the school, Ethnic Minority Achievement Service (EMA) and DREC have worked hard together to try to make sure that there are no future incidents at the school. So far:

- DREC have visited the school to deliver assemblies on the effects of racist bullying
- Youth Cultural Champions have been identified among the students and trained to deliver sessions throughout the school with support from EMA
- pupils from the school performed on stage during a celebration of diversity at the Barnfield Theatre organised by DREC
- St James has linked up with Exeter City to get involved in the national Kick Racism out of Football campaign
- ongoing access to training has been made available to all staff
- links have been made with DREC's Youth Open Space International Club and the International Club run at the Knights Club to help make sure that potentially vulnerable pupils have access to peer support and sources of advice and guidance.

Celebrating Devon's Diversity: the Young Interpreters Scheme

This exciting and innovative initiative, designed to give children the skills to welcome and support new arrivals to their school and country, was launched at Beacon School in Exmouth in 2008. As well as providing direct support for potentially vulnerable pupils, the initiative helps to promote a positive image of multi-lingualism and multi-culturalism, making racist bullying less likely and less acceptable.

The children who are selected to be trained as young interpreters are often bilingual themselves, but native English speakers can be interpreters too. It is more important that they understand how it feels to be new to school and have a language barrier. Being selected to be part of the Young Interpreters Scheme is a real honour for the children, they feel proud of their bilingualism and happy to have the chance to use their skills - this is really important for many bilingual children who are at risk of losing their first language.

At Beacon, the first school in Devon to successfully run the scheme, six pupils were selected to complete a course that trained them to act as interpreters for new pupils and their families. There is a board in the school's entrance which displays pictures of the young interpreters and explains

what their job is. Each interpreter wears a badge and has a bag of resources to help them support new children. The present young interpreters are now training a new group of young interpreters for next year.

Providing a safe place for students: One World Clubs

Exmouth Community College, with support from the Ethnic Minority Achievement Service and the Olive Tree Association, has started an after-school club which brings together students whose first language is not English.

The club provides a positive social environment where participants can make new friends and get the support they need, whether with schoolwork, language or other issues, including any worries about racist bullying. The club also helps to build bridges between the school and parents, encouraging them to get involved and to find out more about the school and their children's education.

Olive Tree, a voluntary sector group, provides co-ordination support and sessional workers recruited from local Black and Minority Ethnic communities to help run the club. Students attending the club are given opportunities to:

- celebrate and share their cultures through arts and crafts projects
- meet new people and make new friends
- ask for advice and guidance in a safe and supportive environment
- develop their English language skills.

One World Clubs are now involved with running clubs in three primary and two secondary schools in Devon and welcome approaches from any schools interested in the scheme.

The Youth Cultural Champion Programme

The Youth Cultural Champion (YCC) Programme is an innovative programme, led by the Ethnic Minority Achievement Service. The Programme aims to empower students from different ethnic backgrounds to talk confidently about their country, language and religion to others, especially younger students.

The students, from a variety of secondary schools in Exeter and North Devon, began by attending a two day training workshop where they explored their own cultural backgrounds and learnt how to put together interactive, stimulating presentations.

The programme has had a huge impact by increasing awareness of the variety of cultures and backgrounds of students in Devon. This shared knowledge helps prevent prejudice-related bullying through ignorance. It has also boosted the students' self-esteem, and increased their confidence and presentation skills because they take their roles very seriously and are proud to participate. They have been officially rewarded for this work by partner agencies in the Children's Trust, by celebrating with their parents at certificate ceremonies and by being chosen as finalists in the Devon Young People's Achievement Awards.

A new DVD is now available to enable schools and learning communities to create their own Youth Cultural Champion Programme. Information and further support is available through the Ethnic Minority Achievement Service, part of the Devon Learning and Development Partnership email ema.admin@devon.gov.uk or visit www.devonldp.org/ema

Local support

The key strength schools have in reducing bullying is the culture embedded in the school. This section provides contact details and information about local partners and organisations which can support a school's anti-bullying work. Remember to check with each partner or organisation if there is a cost involved for the support they offer.

It is the responsibility of staff in schools to make sure that partners and representatives from organisations working in schools are CRB checked and meet safeguarding requirements.

Support with all forms of prejudice-related bullying	
<p>Diverse Communities Team Devon and Cornwall Constabulary Rosemoor Court, Pynes Hill, Exeter 01392 448934</p>	<p>The police can help with prejudice-related incidents even when no crime has been committed. Neighbourhood beat officers are happy to come and talk to classes or at assemblies. There are some specialist police teams who can offer more specific help with resolving prejudice-related incidents, such as facilitating Restorative Justice meetings with victims, perpetrators, teachers and families. The Diverse Communities Team members are experts on diversity issues.</p>
<p>Hate and Prejudice Crime Prevention Task Group Room G41, County Hall, Topsham Road, Exeter EX2 4QD 07971 267502 hate.crime@devon.gov.uk</p>	<p>This multi-agency task group includes representatives from the police, local councils, Children and Young People's Services and health. The task group sits under the Safer Devon Partnership and co-ordinates a range of anti-prejudice initiatives around Devon. Schools are welcome to contact the co-ordinator if they want outside intervention but are not sure where to turn.</p>
Local arts groups that can offer support	
<p>Bigfoot Arts Education (South West) 01392 851115 www.bigfoot-theatre.co.uk</p>	<p>Big Foot in Devon is a local company which is part of a national organisation. It specialises in working with primary and secondary schools to develop bespoke drama workshops which encourage pupils to explore anti-bullying, multi-cultural, PSHE and Citizenship topics. Programmes come with a comprehensive teacher resource pack.</p>
<p>Day of Difference Barbican Theatre, Castle Street, Plymouth PL1 2NJ 01752 267131 www.barbicantheatre.co.uk</p>	<p>Day of Difference is a drama simulation and a face-to-face dialogue. It puts racial intolerance and discrimination under the microscope. It is delivered as a whole day workshop suitable for Key Stage 3 or 4 and involves the entire year group. Teachers need to undertake half a day training to co-facilitate the day.</p>

<p>DAISI (Devon Arts in Schools Initiative) Great Moor House, Sowton, Exeter, Devon EX2 7NL 01392 385214 admin@daisi.org.uk</p>	<p>Daisi provides support, advice and development opportunities for schools. We can support you to work with professional artists in your school, learning community or other setting to:</p> <ul style="list-style-type: none"> ● deepen understanding of other cultures or concepts from across the curriculum ● foster community, celebrate achievement and make a contribution.
<p>Jacolly Puppet Theatre Kirkella Road, Yelverton, Devon PL20 6BB 01822 852346 www.jacolly-puppets.co.uk</p>	<p>A professional touring company based in Devon. Educational productions are mainly for primary schools and currently include environmental issues, biodiversity, road safety and the bullying production <i>Bully for You/Elf Tales</i> which aims to empower children to make informed decisions about bullying.</p>
<p>Magic Carpet The Scrapstore, Gordon Road, Exeter EX1 2DH 01392 422938 www.magiccarpet-arts.org.uk</p>	<p>Based in Exeter, but also working in East Devon and beyond, Magic Carpet was established to widen participation in the creative arts by disabled and disadvantaged groups of people. They provide:</p> <ul style="list-style-type: none"> ● creative training for people working in pre-school and play environments ● carnivals with children and parents ● a Creativity in the Classroom training day for teachers ● a Say No to Bullying project in East Devon for people with learning disabilities.
<p>Wolf and Water Arts Company The Plough, 9/11 Fore Street, Torrington, Devon EX38 8HQ 01805 625533 www.wolfandwater.org</p>	<p>This North Devon-based company brings creative and therapeutic approaches to a wide variety of groups including offending behaviour groups, people with learning difficulties and youth and community groups. Their website has links to a range of resources including <i>Valuing People</i>, a film and workbook made by, and about, people with learning disabilities.</p>
Countering racism and supporting BME pupils and families	
<p>Anglo-Polish Saturday School c/o St John's Catholic Primary School, Melbourne Street, Tiverton EX16 5LB 01884 250200</p>	<p>Supplementary education for four hours every Saturday morning. Classes are run by Polish volunteer teachers. Curriculum covers Polish language and literature, geography, history and culture. The Anglo-Polish school can also offer:</p> <ul style="list-style-type: none"> ● English lessons for parents ● Polish teachers to visit schools as cultural ambassadors.
<p>Gypsy, Roma and Traveller Achievement Service Redworth House, Ashburton Road, Totnes TQ9 5JZ 01392 386811</p>	<p>Part of the Devon Learning and Development Partnership. This service works to raise the attainment of Traveller pupils by increasing capacity in schools, families and other services. Can offer schools:</p> <ul style="list-style-type: none"> ● awareness training, workshops and assemblies on Traveller inclusion ● help in accessing resources.

<p>Devon Racial Equality Council (DREC) 14 York Road, Exeter EX4 6BA 01392 422566 www.devonrec.org.uk</p>	<p>Dedicated to promoting racial equality and supporting anyone who has experienced racial discrimination, DREC can offer schools:</p> <ul style="list-style-type: none"> ● specialist case workers to support vulnerable children and families ● equality and diversity training ● workshops for staff and pupils on Gipsy and Traveller issues.
<p>Ethnic Minority Achievement Service formerly known as English as an Additional Language Service (EAL) Redworth House, Ashburton Road, Totnes TQ9 5JZ 01392 386813</p>	<p>A team of specialist advisory teachers and higher level teaching assistants working with schools across Devon. Can offer schools a wide range of services including:</p> <ul style="list-style-type: none"> ● specialist in-school training, advice and support for staff working with bilingual pupils ● resources such as dual language support materials and Skin Deep ● training and workshops on racism ● training for young Black and Minority Ethnic (BME) pupils to become Youth Cultural Champions in collaboration with the Global Centre.
<p>Exeter Mosque and Cultural Centre 12-13 York Road, Exeter EX4 6PG 01392 250597 www.exetermosque.org.uk</p>	<p>Exeter Mosque welcomes visitors who are interested in finding out more about Islam. Please contact them to arrange for classes to visit the mosque for a guided tour. The Imam is also available to visit schools across Devon to talk to pupils and staff and answer questions.</p>
<p>The Global Centre Exeter Community Centre, 17 St David's Hill, Exeter EX4 3RG 01392 438811 www.globalcentredevon.org.uk</p>	<p>The Global Centre offers a range of resources for schools, including educational packs, books, games, world music CDs, posters, everyday objects from around the world – available to buy or to loan. Also home to:</p> <p>Devon Development Education (DDE) seeks to promote the global dimension to education. Has delivered a series of projects and programmes to schools and colleges in Devon. Can help schools to make links with schools in Africa.</p> <p>Cultural Champions An innovative local programme. Schools can pay trained Cultural Champions, people from local BME communities, to come in and deliver interactive sessions on different countries and cultures.</p>
<p>Multilingua c/o WEA, Bradninch Hall, Castle Street, Exeter EX4 3PL 01392 435385 www.multilinguadevon.co.uk</p>	<p>If you need a trained, experienced and CRB checked interpreter, Multilingua can offer access to local interpreters in over 40 different languages. Multilingua also offers:</p> <ul style="list-style-type: none"> ● translation service ● basic training for potential interpreters.
<p>One World Clubs 15 York Road, Exeter EX4 6BA 01392 759515</p>	<p>Helps schools to set up clubs – whether after-school or during the lunch break – that promote community cohesion by encouraging pupils from different cultures to work together on collaborative projects. One World Clubs can offer:</p> <ul style="list-style-type: none"> ● expert advice and support in starting clubs ● programmes of activities ● help with finding funding ● training for staff on cross-cultural awareness ● family support.

<p>Planet Rainbow West Exe Children's Centre, Cowick Street, Exeter EX4 1HL 01392 217452</p> <p>Spectrum Victoria House Family Centre, Barnstaple EX32 8NP 01271 32141</p>	<p>Located in Exeter and Barnstaple, these groups offer support to mixed heritage (mixed race) families and children. As well as offering a range of social and cultural opportunities, both organisations offer expert advice and training on working with mixed heritage communities to schools and colleges.</p>
<p>Countering homophobic bullying</p>	
<p>Explore 07867 570944 www.x-plore.org.uk</p>	<p>An Exeter based youth group for young people aged up to 25 who identify as lesbian, gay, bisexual or transgender, or who are unsure. Offers safe, supportive social and educational opportunities and a chance to explore their feelings and developing identity with the support of people their own age.</p>
<p>The Intercom Trust PO Box 285, Exeter EX4 3ZT 01392 201015 Helpline 0845 6020 818</p>	<p>Confidential Community Helpline for young people and adults, providing support and advocacy. Intercom offers support for gay, bisexual and transgender people across the South West. The Joint Action Against Homophobic Bullying Initiative can offer:</p> <ul style="list-style-type: none"> ● guidelines for schools on dealing with homophobic bullying ● workshops for school staff.
<p>Countering bullying of people with learning difficulties</p>	
<p>Devon Link-Up 1 Kingsgate, Duchy Road, Honiton EX14 1YG 01404 41930</p>	<p>Voices and choices for people who have a learning disability. Devon Link-Up provides opportunities for people to get involved 'in the community, with the community' and its activities. Devon Link-Up also offers independent advocacy for groups and individuals.</p>
<p>Devon People First (Mid Devon) Alexandra Lodge, 5 Old Road, Tiverton EX16 4HQ 01884 251769</p> <p>(North Devon) Silver Hill Lodge, Lodge Building, Sowden Lane, Barnstaple EX32 8DJ 01271 328440 www.learningdisability devon.org.uk</p>	<p>An organisation run and controlled by people with learning difficulties. Devon People First supports people with learning difficulties to speak up for themselves. Also offers training for people with learning disabilities and for people and organisations working with them.</p> <p>The SHAPE project, running out of the Mid-Devon branch, is a small group of trainers with learning difficulties who can come to your school to deliver a half-day workshop which includes looking at the impacts of bullying.</p>
<p>Safety Net 01237 441 786 www.arcsafety.net rod.landman@arcuk.org.uk</p>	<p>This North Devon pilot project is looking at Mate Crime, which is when people pretend to be friends with people who have a learning disability but go on to exploit them. The three year project is being run by ARC, the Association for Real Change, and is funded by the Department of Health. Visit the ARC website to see what's happening and to access useful resources.</p>

Resources

Available in Devon			
Ethnic Minority Achievement Service	A variety of bilingual and anti-racist resources for loan and sale.	www.devonldp.org/ema	
Devon School Library Services	A variety of multicultural books available on loan for KS1-4.	www.devonsls.org.uk	
Devon Library Services	A very accessible bilingual site hosting multicultural resources in community languages.	www.devon.gov.uk/libraries	
The Global Centre	A wide range of resources on global issues that can be loaned to schools.	dde@globalcentre.org.uk	
Gypsy, Roma and Traveller Achievement	A large collection of resources available on sale or for loan to schools for up to half a term.	www.devonldp.org/traveller	
Available online			
Global and anti-racist perspectives	Highly recommended practical ideas and activities.	www.garp.org.uk	KS1 and 2
Oxfam Educational Resources	Free online teaching resources, including lesson plans and assemblies.	www.oxfam.org/education/resources	KS1-4
Global Teaching	Materials available to support a global dimension to the curriculum.	www.globalteacher.org.uk/resources	KS2 and 3
Britkids	Anti-racist bullying website.	www.britkids.org	KS2 and 4
Guidance for schools on preventing sexist, sexual and transphobic bullying	Guidance from DCSF developed by professionals.	http://tinyurl.com/ykjunmw	

Bullying Incident Report Form

Reported by:	Role:																				
<p>Date(s) of incident(s):</p> <p>Time(s) of incident(s):</p> <p>Locations(s) of incident(s):</p>																					
<p>Details of people involved</p> <p>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement.</p> <p>1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>																					
<p>Bullying incident related to: tick all that apply</p> <table border="0"> <tr> <td>Race</td> <td><input type="checkbox"/></td> <td>Appearance or health condition</td> <td><input type="checkbox"/></td> </tr> <tr> <td>SEN or disabilities</td> <td><input type="checkbox"/></td> <td>Sexual orientation</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Gender</td> <td><input type="checkbox"/></td> <td>Religion or culture</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Age</td> <td><input type="checkbox"/></td> <td>Other (define)</td> <td><input type="checkbox"/></td> </tr> </table>		Race	<input type="checkbox"/>	Appearance or health condition	<input type="checkbox"/>	SEN or disabilities	<input type="checkbox"/>	Sexual orientation	<input type="checkbox"/>	Gender	<input type="checkbox"/>	Religion or culture	<input type="checkbox"/>	Age	<input type="checkbox"/>	Other (define)	<input type="checkbox"/>				
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Other (define)	<input type="checkbox"/>																				

Frequency and duration of bullying behaviour:

Once or twice	<input type="checkbox"/>	Persisting over two months	<input type="checkbox"/>
Several times a week	<input type="checkbox"/>	Persisting for more than a year	<input type="checkbox"/>

Other notes on incident: including relevant previous behaviour**Checklist:** Tick as appropriate

Does incident involve same person?	<input type="checkbox"/>	Has a follow up date been set?	<input type="checkbox"/>
Have parents/carers been notified?	<input type="checkbox"/>	Has action been agreed with victim?	<input type="checkbox"/>
Had individual discussions with all?	<input type="checkbox"/>	Has action been agreed with perpetrator?	<input type="checkbox"/>
Had group discussion with all involved?	<input type="checkbox"/>	Are notes and comments attached?	<input type="checkbox"/>

Other actions:

medical treatment required?	<input type="checkbox"/>	referral to other agencies?	<input type="checkbox"/>
police involvement?	<input type="checkbox"/>	specific report from staff attached?	<input type="checkbox"/>
report to governors?	<input type="checkbox"/>	other?	<input type="checkbox"/>

Details of actions agreed with everyone involved - including parents and carers where appropriate:

Follow up review dates and interventions:

Completed by:

Role: Date:

Checked by:

Role: Date:

Outcome of follow up and further actions taken:Has the bullying stopped? yes no **Describe any other outcomes, who was involved and when they occurred:**

This Bullying Incident Report Form has been developed by the Secondary Behaviour and Attendance Consultants, and sent to all Devon secondary schools. It has been distributed to primary schools through the Behaviour Support Team.

Sample Pupil Report Form

This is a simple report form that pupils can complete independently and put in a sealed 'problem box' on display at school. This is confidential. If the bullying is identified as a racist incident pupils can also complete the DCC pupil report form with the support of an adult at school available from www.devon.gov.uk/j4s-eform-r110reportingracistincidentsinschools.doc

Bullying incident pupil report form

If you have been called names, pushed, spat at, insulted, bullied, laughed at, not included or physically hurt complete this form and put it into the problem box to get support and stop it happening again.

What is your name and your class?

What happened to you?

When did it happen?

Where did it happen?

What do you want the school to do?

Sample Bullying Incident Log

Date	Brief description of incident	Name(s) of targeted pupil(s)	Name(s) of perpetrator(s)	Action taken

Notes

Notes



This document has been produced by the Safer Devon Partnership working with Devon County Council and our Children's Trust partners as part of our ongoing work to tackle prejudice across our increasingly diverse county.



This booklet contains guidance for schools on tackling all forms of prejudice-related bullying. We want Devon to be a safe and inclusive place to live and learn; irrespective of race, religion, gender, sexual orientation or disability.



Sometimes schools find themselves looking for expert advice and guidance on particular strands of diversity. A key feature of this booklet is the wide-ranging list of local organisations - including voluntary sector groups, statutory agencies and arts companies - which can offer specialist support if it is needed.

Thank you to all the people who have contributed to this booklet.

