

# Reporting bullying in school

## Resource for schools



### Acknowledgements

This resource is reproduced with the kind permission of East Sussex County Council Anti-Bullying Team, from their Practitioners' Toolkit: *Responding to bullying of children & young people with special educational needs and disabilities*.

### Introduction

The ability to report and record incidents of bullying behaviour is a crucial part of any anti-bullying strategy. Schools and other settings need to encourage and make it as easy as possible for children and young people to report bullying incidents.

Having a 'one size fits all' approach is unhelpful when supporting children and young people who experience bullying behaviour.

Therefore having a range of reporting and recording mechanisms is important. In all cases of bullying behaviour it is necessary to act quickly, but even more so if you have a child who may have difficulty communicating what has happened.

**“[After I had talked about the bullying and nothing happened] I started to get really angry. They [teachers] hadn't listened. Made me feel I couldn't talk to anyone. I started to get really angry and taking it out on my [family] at home, because no one had listened to me.”**

Quote from young disabled person

### Keeping records of bullying incidents will enable you to:

- Manage individual cases effectively.
- Monitor and evaluate the effectiveness of strategies.
- Demonstrate decision making processes

### The aims of this resource are to:

- Help staff gain a better understanding of the bullying behaviour before talking to those involved
- To establish what led up to the incident as this may be useful in exposing deeper causes of the conflict which can be followed up later.
- To find out what happened during the incident and everyone's role in it
- To enable each individual to think about their role in the incident, and begin the process of reflection so that the young person/people who have exhibited the bullying behaviours realise the impact of their behaviour

## Creating a “telling” environment

When creating a telling environment many young people are often too scared to report bullying, may have received threats from perpetrators about reporting bullying behaviour or see reporting bullying behaviour as ‘grassing’.

An additional factor for disabled young people and those with SEN might be that some may not fully recognise bullying behaviour because of the nature of their impairment.

Young people often state that they are not believed when they do tell. Creating an anti-bullying ethos where it’s okay to tell is a crucial first step together with having a number of reporting mechanisms in place.

In order to ensure disabled children and young and those with SEN feel confident about reporting bullying behaviour you should consider the following:

- **A quiet place to communicate and report the bullying**
- **Understand the child’s communication needs**
- **Are their communication tools available to them?**
- **Have they had time to calm down and fully tell what they want to?**
- **Allow plenty of time**
- **Do they need a supporter?**



Young people with a range of needs including learning disability, sensory impairment and emotional behavioural difficulties may require specific communication and staff will need to ensure they communicate in a way that they young person understand.

## Resources- What is Bullying?

It’s important that you are clear with young people about what bullying is. Don’t forget to use the ABA definition of bullying:

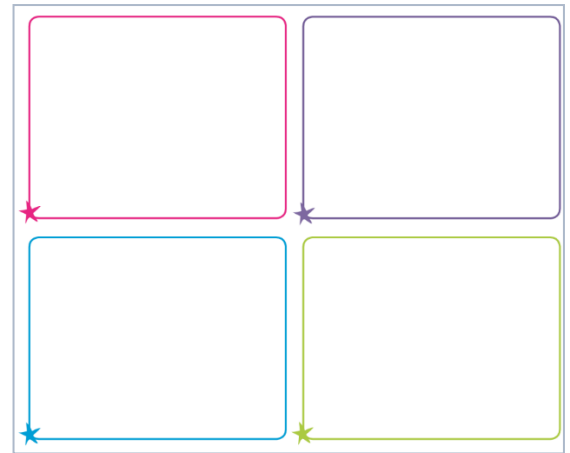
**Bullying is the repetitive, intentional hurting of one person or group by another person or group where the relationship involves an imbalance of power. Bullying can happen face to face or through cyberspace.**

You may find it helpful to use the ‘What bullying is.....’ resource to discuss with the young people alongside the ‘reporting form’. The resource outlines what bullying is and what it is not.

<p>Bullying is when someone means to hurt or upset you on purpose</p>	<p>Bullying is NOT when its an accident and they say sorry</p>
<p>Bullying is when it keeps on happening</p>	<p>Bullying is NOT when it only happens once -no matter how bad it is</p>
<p>Bullying is when you cannot get the hurt to stop</p>	<p>Bullying is NOT when someone stops + and says sorry</p>

## Resources- Finding out what happened?

The blank story board and the script can be used to enable children and young people to record and report an incident of bullying behaviour. Ask the child or young person to use the first two boxes to show what happened before the incident and the last two boxes to show what happened at the time of the bullying incidents.



## Recording bullying

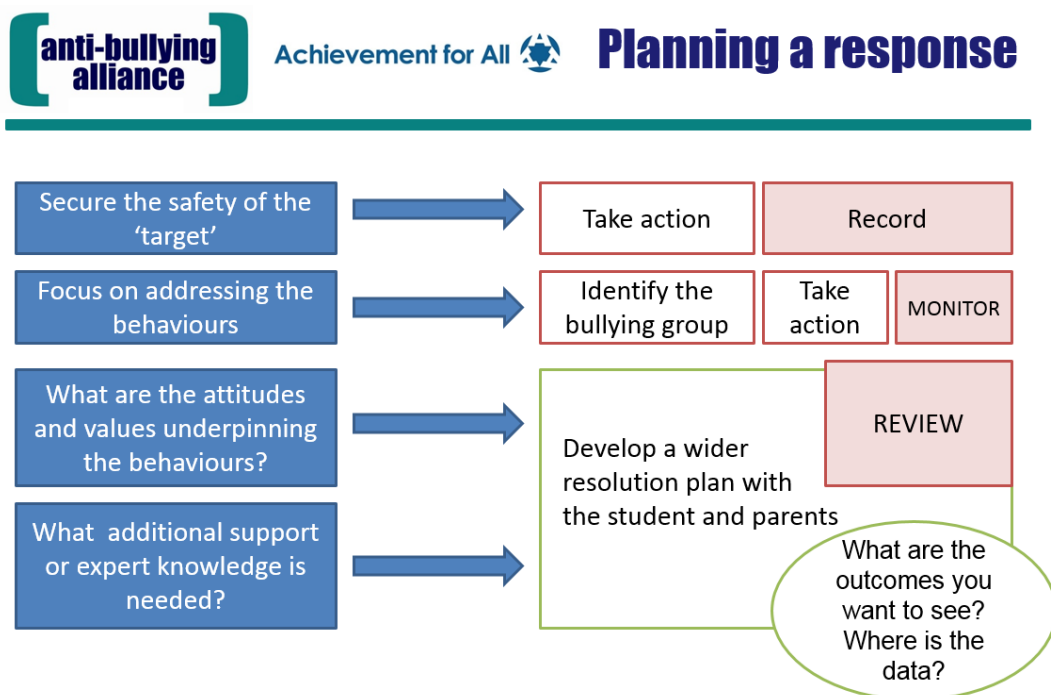
Schools should have a systematic way of recording bullying. Recording bullying helps to ensure that you are able to identify recurring bullying straight away, able to let parent’s and young people know what course of action has been taken and to ensure that other school staff are aware of incidents. They are also helpful in evidencing action to school governors and Ofsted.

## Next steps













































What happens next very much depends on your school’s behaviour and anti-bullying policies, and the severity/impact of the bullying incident.

- It is very important to act quickly.
- The incident may leave them distressed and upset for long after they can tell you *why* they are distressed and upset.
- Involve young people and their parents in developing responses to bullying.
- Parents of disabled learners and those with SEN appreciate that there are a range of responses to an incident of bullying. But again, open and rapid communication with all parties is not only a source of comfort - it can also prevent re-occurrence.

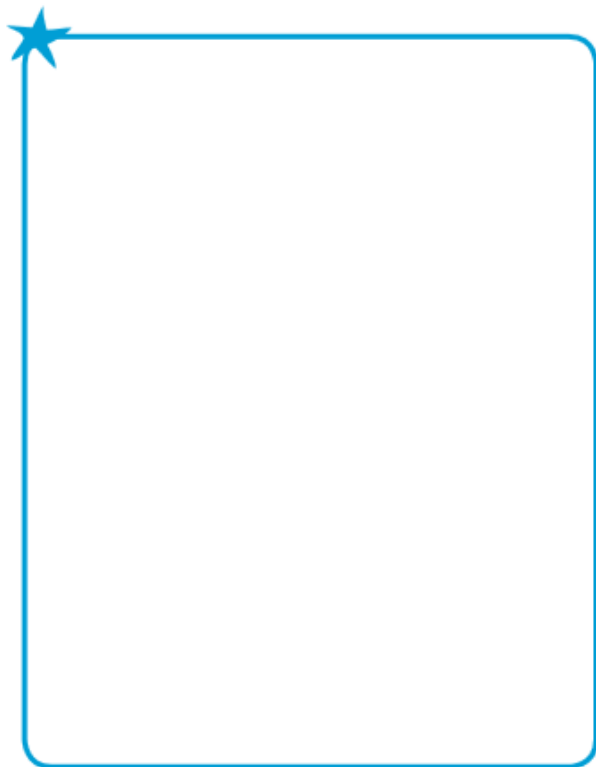
Use the planning a response diagram below to help you formulate your response.



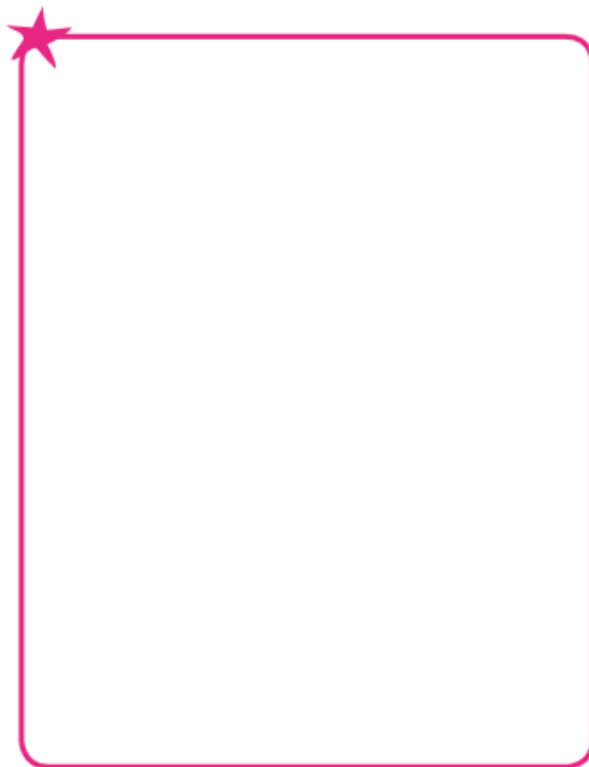
## Printable resource: what is bullying?

 -   Bullying is when someone =    means to hurt or upset   you on purpose	 -   Bullying is NOT when    + its an accident and    they say sorry
 -  Bullying is when    it keeps on happening	 -    Bullying is NOT when it    only happens once -no matter how bad it is   
 -   Bullying is when you    cannot get the hurt   to stop	 -  Bullying is NOT    when someone stops +   and says sorry

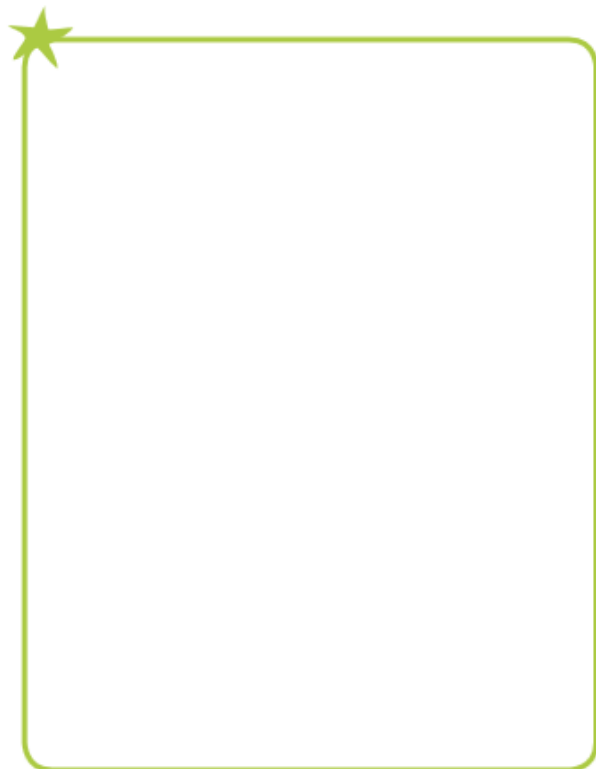
## Printable resource: what happened 1?



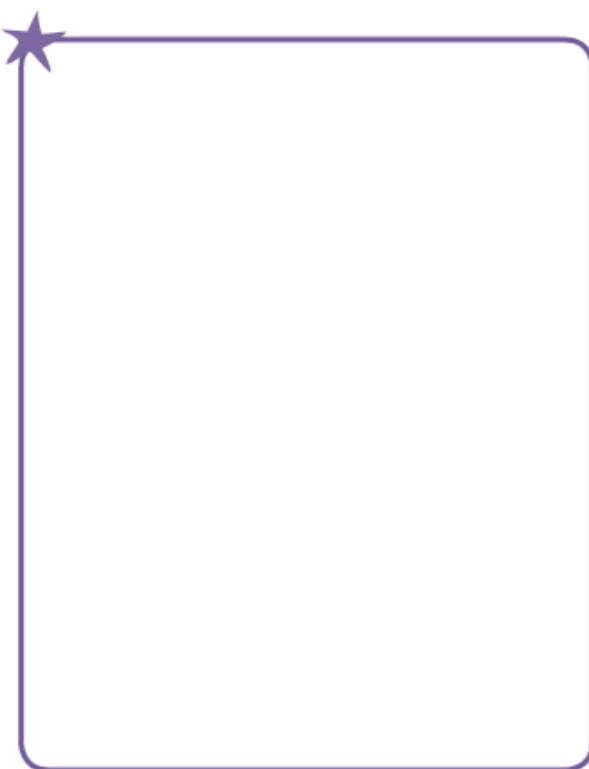
A large, empty rounded rectangle with a blue border. A small blue star is positioned in the top-left corner of the rectangle.



A large, empty rounded rectangle with a pink border. A small pink star is positioned in the top-left corner of the rectangle.



A large, empty rounded rectangle with a green border. A small green star is positioned in the top-left corner of the rectangle.



A large, empty rounded rectangle with a purple border. A small purple star is positioned in the top-left corner of the rectangle.

## **Printable resource: what happened? supportive script**

### **Exactly where and when did the bullying take place?**

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

### **Were there any other young people around at the time?**

(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

### **Was there an adult around at the time?**

(If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as “bullying”, and failed to report it)

### **Do you know the names of the people who bullied you?**

(Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

### **What were you doing before the incident took place?**

(This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered)

### **Can you remember exactly what happened or what was said?**

### **What happened next?**

### **Has this happened before?**

### **How did it make you feel?**

### **What would you like to happen now?**

This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.