Preventing and Responding to Bullying and Recognising Stalking Behaviours Toolkit

Contents

1. Introduction
2. Definitions
3. Safeguarding Responsibilities
4. Indicators that a child or young person is being bullied or harassed
5. Useful resources

1. Introduction:

This toolkit has been produced to support children and young people, parents and carers and professionals. The LSCP promotes the ethos of supporting children and young people to develop positive healthy relationships. In doing so, this is a key element to preventing childhood experiences of bullying.

Unfortunately, bullying and harassment may still be experienced by children and young people. This toolkit will also highlight sources of targeted practical support. The toolkit also seeks to provide signposting to credible resource to encourage early intervention when concerns of this nature are identified, thus potentially reducing the traumatic impact that can be experienced by the child or young person. It also strives to highlight the differences between bullying and behaviours that could be defined as stalking or hate crimes. Bullying, hate crime or harassment can take place both within the school premises, outside of the school environment and via online platforms (also known as cyber bullying).

It is important to recognise the difference between bullying and conflict or disagreements between children and young people. Bullying is an abuse of power and the use of control which occurs oh a repeated basis. When conflict occurs this may cause emotional upset but neither party is attempting to seek to

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control the situation, there is equal power in the relationship and whilst both parties may disagree there is mutual respect. Childhood conflict can assist children and young people to develop their skills in compromise, communication and increase levels of resilience.

Children who bully other children have often been bullied themselves and may have experienced considerable disruption in their own lives. The bullying behaviour may occur because the child is unhappy, jealous or lacking in confidence. Work with children who bully should recognise that they are likely to have significant needs themselves.

2. **Definitions:**

(Unless otherwise stated definitions are taken from the Department for Education)

Bullying

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DfE definition). Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour and well-being of the victim.

Bullying can be inflicted on a child by another child, or by an adult. Bullying can take many forms (including cyberbullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender / gender identity, sexual orientation, special educational need or disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It can take many forms, but the three main types are:

•   Physical - for example, hitting, kicking, shoving, theft;

•   Verbal - for example, threats, name calling, racist or homophobic remarks;

•   Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group.

Online Bullying (cyber bullying)

Online bullying is bullying that takes place using technology. Whether on social media sites, through a mobile phone, or gaming sites, the effects can be devastating for the young person involved. There are ways to help prevent a child from being bullied online and to help them cope and stop the bullying if it does happen. It is another form of bullying which can happen at all times of the day, with a potentially bigger audience. By its very nature, online bullying tends to involve a number of online bystanders and can quickly spiral out of control. Children and young people who bully others online do not need to be physically stronger and their methods can often be hidden and subtle.

Online bullying can sometimes escalate further and also include direct bullying and/or physical acts of harm being perpetrated offline. Where bullying occurs both on and offline this can further increase the emotional and sometimes physical impact upon the victim. Examples of this could include, but is no limited to, organising "fights", use of intimidation and the continuation of name calling and threats on a face to face basis. The emotional impact of this may be significant and lead to further feels of isolation and fear.

Upskirting

Upskirting involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; is a specific example of abusive behaviour which has been linked to online bullying and grooming. Upskirting is a criminal offence and should be reported to the Police.

Hate Crime

A hate crime is any criminal offence which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice towards someone's:

- race
- religion
- sexual orientation
- transgender identity
- disability

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These aspects are known as 'protected characteristics'.

A hate crime can include verbal abuse, intimidation, threats, harassment, assault and damage to property. A hate incident is behaviour which isn't a crime but which is perceived by the victim, or anybody else, to be motivated by hostility or prejudice based on the 5 protected characteristics.

Hate Crime is an offence and should be reported to the Police see https://www.gov.uk/bullying-at-school.

Domestic Abuse

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background. Domestic abuse is not always physical violence. It can also include:

- coercive control and 'gas lighting'
- economic abuse
- online abuse
- threats and intimidation
- emotional abuse
- sexual abuse

Signs of domestic abuse:

- being withdrawn, or being isolated from family and friends
- having bruises, burns or bite marks
- having finances controlled, or not being given enough to buy food or pay bills
- not being allowed to leave the house, or stopped from going to college or work
- having your internet or social media use monitored, or someone else reading your texts, emails or letters
- being repeatedly belittled, put down or told you are worthless
- being pressured into sex

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- being told that abuse is your fault, or that you're overreacting

Stalking

(Suzy Lamplugh Trust)

It is a pattern of

- Fixated and
- Obsessive behaviour, which is
- Unwanted and
- Repeated

It often causes fear; it can alarm and distress the victim. If one or more of these things have happened, then you may be a victim of stalking. Stalkers are controlling, fixated, and obsessive.

Educational Key Stages

For the purpose of this tool kit the resources will be aligned to educational key stages and their associated age ranges.

Educational Key Stage	Year Group	Age of Child or Young Person
Early Years and Foundation Stage (EYSF)		
Key Stage 1 (KS1)	1, 2	5-7
Key Stage 2 (KS2)	3, 4, 5, 6	7-11
Key Stage 3 (KS3)	7, 8, 9	11-14
Key Stage 4 (KS4)	10, 11	14-16
Key Stage 5 (KS5)	12, 13	16-18

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3. Safeguarding Responsibilities:

All settings in which children are provided with services or are living away from home should have in place anti-bullying strategies and procedures on how to refer to Children's, if safeguarding children concerns are identified. This includes youth clubs and all other children's organisations as well as all schools.

Safeguarding children and young people is everybody's responsibility. A child experiencing or perpetrating bullying does not always indicate the need for a safeguarding referral. However where there are concerns the following should be undertaken:

Where professionals identify concerns that would benefit from early intervention this should be discussed with the parent/legal guardian at the earliest opportunity. Consent should be gained for a Child and Family Early Help Assessment to be completed with the family. Further information and guidance is available within the Early Help and Team Around the Child Documentation.

If a child is believed to be at immediate risk of significant harm, safeguarding action should be taken. Refer directly to the Children's Services Customer Service Centre on 01522 782111. If there are immediate risks to the baby's safety or that of other children in the household, then this must be reported without delay to the Police.

For emergencies use 999. For urgent/immediate reporting use 101.

4. Indicators that a child or young person is being bullied or harassed

Any change in behaviour which indicates fear or anxiety may be a potential indicator of bullying. Children may also choose to avoid locations and events which they had previously enjoyed - changes in attitude towards schools or organised activities are particularly significant.

Behaviour such as:

• Being frightened of walking to and from school and changing their usual route;

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- Feeling ill in the mornings;

- Beginning truanting;

- Beginning to perform poorly in their school work;

- Coming home regularly with clothes or books destroyed;

- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating;

- Attempting or threatening suicide;

- Crying themselves to sleep, having nightmares;

- Having their possessions go missing;

- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;

- Refusing to talk about what's wrong;

- Having unexplained bruises, cuts, scratches;

- Beginning to bully other children/siblings;

- Becoming aggressive.

5. Useful Resources:

(Please note that this is not an exclusive list of all of the resources that are available)

Applicable Key Stage	Organisation/Resource	Target Audience	Link/Contact details
OVERARCHING STATUTORY AND NON STATUTORY GUIDANCE			
	Department for Education Keeping Children Safe in Education (KCSIE). Statutory guidance for schools and colleges on safeguarding children and safer recruitment.	• Schools and Academies	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
All	Department for Education Keeping Children Safe during Community Activities, After School Clubs and Tuition This is non-statutory guidance from the Department for Education (DfE). It aims to: • help providers of out-of-school settings (OOSS) understand best practice for creating a safe environment for children[footnote 1] in their care • give parents and carers confidence that their child is in a safe activity or learning environment	• Non Statutory Organisations	https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings
1,2,3,4,5	Department for Education: Guidance for schools on preventing and responding to bullying • Includes legislative requirements and guidance	• Schools and Academies	https://www.gov.uk/government/publications/preventing-and-tackling-

	• Cyber bullying: advice for Head teachers and school staff • Advice for parents and carers on cyber bullying		bullying
1,2,3,4,5	Department for Education: Approaches to preventing and tackling bullying (2018) Qualitative research into anti-bullying practices used by schools to prevent and tackle bullying, including case studies. The report contains common themes found throughout the research and 7 case studies. It's intended to be used as a resource by schools and other stakeholders looking for examples of anti-bullying practices.	• Schools and Academies	https://www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying
All	Lincolnshire Family Services Directory A range of resources highlighting the local offer to support families. A specific page is dedicated to bullying including a definitions, coping strategies and signposting to information.	• Children and young People • Parents and Carers • Professionals	http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9_23
All	Very Well Family A useful article which explains the difference between bullying and childhood conflict	• Young people • Parents and Carers • Professionals	https://www.verywellfamily.com/conflict-and-bullying-difference-460495
THE LAW AND BULLYING			
All	Anti-Bullying Alliance: Bullying and the Law Briefing Document (2018) As well as information on bullying for all children and young people, it has an additional element of things to consider for disabled children and young people and those with special educational needs (SEN).	• Schools • Wider Children's Workforce • Parents and Carers • Young People	https://www.anti-bullyingalliance.org.uk/sites/default/files/field/attachment/Bullying and the Law FINAL_1.pdf

SPECIALIST ORGANISATIONS AND MEDIA (including online bullying)			
All	**Anti-Bullying Alliance:** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The website provides links to useful toolkits and informative resources.	• All professionals • Parents and carers • Children and young people	https://www.anti-bullyingalliance.org.uk/
All	**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	• All professionals • Parents and carers • Children and young people	https://www.kidscape.org.uk/
All	**National Bullying Helpline** This webpage also includes useful tips to support children and young people who are being bullied online. Tel: 0845 22 55 787 / 0300 323 0169	• Children and young People • Parents and Carers • Professionals	https://www.nationalbullyinghelpline.co.uk/social-media.html
All	**NSPCC** Useful resources to support those who are being bullied, including online bullying.	• young People • Parents and Carers • Professionals	https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/
All	**Very Well Family** Article outlining the "skills that bullies need to change" this is a supportive document seeking to assist children and young people to equip them with the skills that they need to have positive and healthy relationships. There are a number of useful links embedded within the article.	• Parents and Carers • Professionals	https://www.verywellfamily.com/skills-bullies-need-in-order-to-change-460529
All	**PACER** This is an American article with similar principles to those outlined in the above resource.	• Parents and Carers	https://www.pacer.org/parent/php/PHP-c109.pdf

	This is targeted at working with children and young people with a disability however the recommendations are transferable to all children and young people.	• Professionals	
All	The Big Award: The Bullying Intervention Group (BIG) offers a national scheme and award for schools to tackle bullying effectively.	• Schools and academies • Local Authorities • Provider of services and groups for children and young people e.g. youth clubs/nurseries/ cadets	https://www.bullyinginterventiongroup.org/big-award
All	Just Lincolnshire This organisation aims to make a difference to the lives of people from all backgrounds by championing equality, tackling discrimination and celebrating the richly diverse makeup of Lincolnshire. They also provide signposting to support services for those who have been victims of hate crime.	• Young People • Parents and carers • Professionals	https://www.justlincolnshire.org.uk/
All	True Vision National website providing information about hate crime and how to report this to the Police.	• Young People • Parents and carers • Professionals	https://www.report-it.org.uk/
	BBC Bitesize PHSE/Citizenship Video Clips- Respecting difference	• Young People • Parents and carers • Professionals	https://www.bbc.co.uk/bitesize/clips/zhvnvcw https://www.bbc.co.uk/bitesize/clips/zv9g9j6 https://www.bbc.co.uk/bitesize/clips/zgvnvcw
EYFS, 1 and 2	BBC "Talking about race with young children: Being open and dealing with awkwardness"	• Children • Parents and carers	https://www.bbc.co.uk/tiny-happy-people/how-to-

		A supportive guide to talking about race with young children. The document also provides links to other useful resources including books and educational television programmes.	• Professionals	talk-to-young-child-about-race-racism/zrgcf82
STALKING				
4, 5	Suzy Lamplugh Trust National Charity Information, advice and guidance and links to the National Stalking Helpline.		• Young People • Parents and carers • Professionals	https://www.suzylamplugh.org/
4,5	National Stalking Helpline Operated by the Suzy Lamplugh Trust, the National Stalking Helpline gives practical information, support, and advice on risk, safety planning and legislation to victims of stalking, their friends, family, and professionals working with victims. Tel: 0808 802 0300		• Young People • Parents and carers • Professionals	http://www.stalkinghelpline.org/
4,5	Victim Lincs Victim Lincs is a service put in place by the Police and Crime Commissioner as part of his victims' strategy. Their vision is that anybody in Lincolnshire who has been the victim of crime receives the support they need, regardless of whether they choose to report the crime to the police or not. Tel: 01522 947510		• Young People • Parents and carers • Professionals	http://www.victimlincs.co.uk/
4,5	Paladin This national stalking advocacy service which works with victims to provide information, support and guidance.		• Young People • Parents and carers • Professionals	https://paladinservice.co.uk/advice-for-victims/
4,5	Hollie Guard Ap This ap provides enhanced levels of protection on smart phones.		• Young People • Parents and carers • Professionals	https://hollieguard.com/#whatishollieguard
	Bright Sky Ap An App which allows the person to store on the phone a journal of the stalking behaviours		• Young People • Parents and carers	www.hestia.org/brightsky

			Professionals	

SEND				
All	National Autistic Society Advice and guidance to support children and young people who are autistic and bullying or are bullying others.	•	Parents and carers Professionals	https://www.autism.org.uk/advice-and-guidance/topics/bullying/bullying
All	Bullying UK Advice for parents whose disabled children are being bullied	•	Parents and carers	https://www.bullying.co.uk/advice-for-parents/advice-if-your-disabled-child-is-bullied/
EYSF, 1 and 2	Books with positive images of disability	• • •	Children Parents and Carers Professionals	https://www.booktrust.org.uk/booklists/b/bookmark-disability-childrens-books-of-the-year/
RACE AND RELIGION				
All	Show Racism the Red Card This forum utilises the high-profile status of football and football players to help tackle racism in society and has also expanded into other sports.	• • •	Children and young people Parents and Carers Professionals	https://www.theredcard.org/education
All	Anti-Racism Charter The National Education Union's framework for developing an anti-racist approach. This framework has been designed to help you explore ideas around race equality and plan how to tackle racism with children, young people and staff.	• •	Children and young people Professionals	https://neu.org.uk/anti-racism-charter

EYFS, 1 and 2	Red Cross This resource helps teachers and parents to create a safe space for children and young people to ask questions and discuss race and racism		• Children • Parents and Carers • Professionals	Talking to young people about racism
All	Friends, Families and Travelers This charity works on behalf of all Gypsies, Travellers and Roma regardless of ethnicity, culture or background. They provide advice and consultancy, promote health and wellbeing, contribute to research and policy making and deliver training		• Children and young people • Parents and Carers • Professionals	https://www.gypsy-traveller.org/
All Primary and Secondary	Equaliteach Faith in Us This resource has been designed for both primary and secondary teachers for use in the classroom to work with young people and educate about Islamophobia.		• Children and young people • Professionals	http://www.equaliteach.co.uk/wp-content/uploads/2018/04/FAITH-IN-US.pdf
LGBTQ				
	Stonewall Site with information and research about many LGBT issues. Also includes a directory of LGBT support organisations	•	Young People Parents and carers Professionals	https://www.stonewall.org.uk/
	LGBT Foundation Site with information and research about many LGBT issues. Hosts national networks of LGBT and trans organisations	•	Young People Parents and carers Professionals	https://lgbt.foundation/
13+	Think to Speak (Lincolnshire) Support Groups Hodgepodge for Trans children and young people	•	Young People Parents and carers	https://www.think2speak.com/

| | Tel: tel:01427325535 | • Professionals | |

EMOTIONAL WELL BEING SUPPORT FOR CHILDREN AND YOUNG PEOPLE

All	Lincolnshire Partnership Foundation Trust (LPFT) The Young Minds Webpage includes information, support and guidance to improve the emotional wellbeing and mental health of children and young people. It includes self-help pages for children and young people and signposts them to additional support. Specific areas of the website are also available for professionals, parents and carers.	• Children and young people • Parents and Carers • Professionals	https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/helping-you-help-yourself
All	KOOTH Free, safe and anonymous support for children and young people	• Children and young people	https://www.kooth.com/
All	Young Minds Charity committed to improving the emotional wellbeing and mental health of children and young people. Guidance and support is also provided for parents and carers.	• Children and Young People • Parents and Carers	https://youngminds.org.uk/find-help/feelings-and-symptoms/bullying/