



St. Francis' College

Anti-Bullying Amongst Pupils Policy

Introduction

The 'College' refers to all the staff and pupils of the Prep department and Senior School which includes Early Years Foundation stage (EYFS), Pre-prep (Key Stage 1), Prep (Key Stage 2), and Senior School (Key Stages 3-5).

Context

The Community which is St Francis' College is committed to ensuring a safe and secure environment, which reflects our Christian ethos. Bullying behaviour, in any form, is therefore unacceptable. Bullying indicates a need on the parts of both student being bullied and the student doing the bullying and is treated as a pastoral need. Constructive ways forward for both would be sought to provide support and opportunities for growth, redirection and development. As part of the process of preparing this policy, pupils were consulted. It should be read in conjunction with the College's Peer-on-Peer Abuse Policy.

The College recognises the seriousness of all bullying, both physical and emotional and its risk of causing psychological damage. The College also recognises that bullying can take place online as well as in person and that bullying can overlap both. The College is committed to addressing all forms of cyberbullying.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also takes into account the DfE statutory guidance "*Keeping Children Safe in Education*" (2021) and Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006 and 2011
- The Equality Act 2010
- The Children Act 1989
- The Education (Independent School Standards) Regulations 2014
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Aims

As well as is humanly possible:

- To address any problem of bullying, to prevent future occurrences of intimidating behaviour and to eliminate it from College.
- To ensure a consistent approach to dealing with those involved, whilst considering what is appropriate to the particular situation and people.
- To promote the College ethos, within which each member can thrive.

Objectives

- To ensure that staff, parents and pupils are familiar with the policy and with the obligations.
- To ensure that staff, parents and pupils are aware of how to seek help when concerned about a problem of bullying, or a perception of such through access to this policy.
- To record episodes of bullying, the means used to deal with them and their outcomes.
- To support both the student being bullied and the student undertaking the bullying in order to help them progress to a secure, non-threatening and non-threatened school life.
- To become aware, wherever possible, in advance, of areas where bullying is likely to occur (such as when, where and between whom) and take steps to prevent it.
- To make it clear to all that the College will not tolerate bullying behaviour, including online bullying which takes place outside of the College premises.

Definition

We understand bullying to be “behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

Also to be taken into consideration is the perception by a pupil that they are being bullied, whether or not this is found to be a case of actual bullying. In such a case, there is clear need on their part to be supported.

As per Keeping Children Safe in Education (2021), the College recognises that bullying may be taking place even when it has not been reported. The Peer-on-Peer Abuse policy outlines the steps that are taken to prevent bullying from occurring, which include encouraging students to come forward, but the College recognises that disclosures may not always be forthcoming.

Recognising Bullying

We recognise that there can be a variety of forms of bullying and expect all to be watchful for them and to act in an appropriate way when aware of them.

Bullying can include: mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, as well as gossiping, excluding people from groups, spreading hurtful and untruthful rumours and the use of online technology (social websites, mobile phones, text messages, photograph, video, social media apps and email).

The direct and verbal, including such as name-calling, taunting, verbal assaulting, whether in person or via such as text-messaging, e-mailing, sending offensive or degrading images by phone or via the internet; producing offensive graffiti, use of extremist or ‘hate’ terms to exclude others or incite violence.

The indirect, such as ignoring, excluding, organised withdrawing of friendships, malicious gossip.

Inter-relationship bullying between classes/groups.

Bullying can be a form of peer-on-peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. The *Peer-on-Peer Abuse Policy (2021)* should be consulted in all cases of bullying.

Pupils are bullied for a variety of reasons.

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs and disabilities (SEND). The College recognises that students with SEND and disabilities can be disproportionately impacted by bullying and more likely to not report bullying.
- Bullying related to appearance or health conditions
- Bullying related to homophobia (LGBTQIA+) and/or gender. The College recognises that LGBTQIA+ students are more likely to experience bullying.
- Bullying related to young carers, looked-after children or otherwise related to home circumstances
- Sexist or sexual bullying
- It may be motivated to impose extreme political views

For further information about specific types of bullying, refer to Appendix 1 and the *Peer-on-Peer Abuse and Safeguarding Policies (2021)*.

Signs of Bullying

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches, feigned illnesses/genuine illnesses
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

A bullying incident should be treated as a Child Protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm. The Designated Safeguarding Lead will consider whether a referral to the Children's Services is required.

Anti-Bullying Action (Preventative)

The College takes the following preventative measures:

- Creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- Challenges practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Encourages the use of technology, especially mobile phones and social media, positively and responsibly.
- Celebrates success and achievements to promote and build a positive school ethos.
- Ensures that all staff and pupils are aware of the psychological damage that bullying can cause and could even result in suicide.
- Ensures all staff and pupils are aware of what is regarded as bullying, and its consequences and the role of the bystander.
- Ensures pupils are aware through opportunities such as assemblies, tutor time, PSHE, Anti-Bullying Week, questionnaires, the Charter of Respect and House meetings, etc. Openly discussing differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Ensures staff are aware of how to manage incidents of bullying through such mediums as staff meetings, related policies, training and the Staff Code of Conduct.
- Ensures that individuals considered at risk, are watched discreetly by the tutor, Heads of Year and subject staff and offered support if recognised to be in need.
- Understand that there is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.
- Encourages pupils to understand that silence and secrecy nurture bullying and that the potential, as well as actual, incidents need to be reported as rapidly as possible.
- Ensures that pupils and parents know that they can report bullying to any staff members with whom they feel comfortable, and that action will then be taken at whatever level is necessary.
- Is aware of areas and times when bullying could take place, such as corridors, isolated parts of the grounds, classrooms, at breaks and lunchtimes, and be watchful for incidents.
- Tutors in particular, but also all subject staff and Heads of Year, are in strong positions to notice incidents, as are Boarding House staff and indeed, others such as catering staff. All should be encouraged to be vigilant. The Heads of Year and Head of Boarding meet weekly with the Deputy Head and Designated Safeguarding Lead, where such incidents are brought to his attention.
- Encourages parents to feel comfortable about reporting actual or potential incidents to the College and to know that these will be taken seriously, listened to and be investigated.
- Provides online safety awareness training for parents.
- Works with staff, the wider community and outside agencies to prevent and tackle concerns, including all forms of prejudice-driven bullying. The curriculum also includes external speakers who promote self-esteem and celebrate individual difference, e.g. Sixth Form Society.
- Encourages pupil voice, e.g., School Council and the Student Council
- Pastoral noticeboard. This is outside the Deputy Head office.
- Charter of Respect in all Form Rooms (as created by the pupils).
- All tutor rooms have a list of contacts within and outside of school that students can talk to should they need to report bullying concerns.

Anti-Bullying Action (Procedures)

The College undertakes to ensure that:

- The report of any incident or threat of an incident will be taken seriously, recorded and will be responded to within twenty-four hours.
- In all cases it should be reported to the Deputy Head (DSL), or in the case of the Prep Department to the Head of Prep via My Concern.
- The parents of the alleged student being bullied and the alleged student undertaking the bullying will be informed.
- All sides will be listened to and it may be that, having been recognised and discussed, the situation will be resolved without further steps being required, other than reporting and recording the incident.
- It may be necessary to take further action. (Refer to 'the student being bullied' and 'the student undertaking bullying' below)
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off site or outside of normal school hours (including cyberbullying), the College will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in College, in accordance with the College's Behaviour Policy.
- Written statements, or in the case of younger pupil's verbal statements, will be taken. All relevant staff need to be informed of the background and outcome once the situation is clear.
- The Headmistress will be kept informed throughout the investigation.

The student being bullied:

Will be reassured and offered concrete help, advice and support, and their safety ensured. Further responses might be put in place, depending on the situation and the individual, such as a regular meeting for a period, to check that all is well, support from the Form Tutor, Head of Year, Head of Key Stage (Prep), Head of Boarding, College Counsellor, College's Nurse and/or the Boarding House Independent Listener.

The Deputy Head and Designated Safeguarding Lead will be kept fully informed about the provisions being made for the student being bullied.

The student undertaking bullying:

Will have it made clear that such behaviour is unacceptable and be encouraged to empathise with the other student's point of view. Every effort will be made to educate the student undertaking bullying and enable them to improve their behaviour.

If online, requesting that content be removed and reporting accounts/contents to the service provider.

- Further steps may be taken, as appropriate, possible measures including:
 - a written letter of apology
 - loss of privileges (including online access when encountering cyberbullying concerns)
 - daily report
 - detention after school or on a Saturday morning

- segregation from peers during break and lunch times
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or CAMHS as appropriate

A contract, with a timescale, might be given, with targets to be reached and support given to help with a change of attitude and approach. If further incidents were to occur, or in the case of a serious incident, a bully might be suspended from school for a defined period. The ultimate sanction will be permanent exclusion; a decision made by the Headmistress with the agreement of the Chairman of Governors. Parents may appeal through the Chairman to a panel of Governors. The panel's decision will be final.

On occasion, it might be helpful for others to be asked to support both, in order to prevent future confrontation, and peer perceptions might be asked for. If necessary, arrangements would be made whereby the likelihood of the two being alone together would be minimised.

In all cases, parents of both sides would be informed and if necessary, asked to attend a meeting to discuss the issues.

In all cases a brief, factual, written report outlining the details of what has occurred, must be submitted to the Headmistress, Deputy Head and Designated Safeguarding Lead and the Head of Prep (where appropriate). Information should include what was observed, what was said, what action if any, was taken, when and where the incident took place, who was involved, and be signed and dated. This should be submitted as rapidly as possible after the event and filed together in a manner which allows trends to be monitored. Copies of all documentation should be placed in the pupils' file in an envelope marked 'confidential'.

Parental involvement is encouraged as the ideal where staff, pupils and parents can work together for the good of the whole and of everyone.

Cyberbullying

Cyberbullying may be defined as "the use of electronic communication, to bully a person, typically by sending or posting messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyber bullying". It can take a number of different forms:

Threats and intimidation, harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages), vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with an another route to harass their target.

Cyberbullying can potentially have far greater impact because of several factors, namely

- invasion of personal space
- initial anonymity of those taking part in the bullying behaviour
- the ability to broadcast rapidly to a potentially huge audience and to continue to do so repeatedly over a long period of time
- other pupils who would not normally take part in bullying behaviour may be drawn in as accessories
- When responding to cyberbullying concerns, the College will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the College systems;
 - identifying and interviewing possible witnesses;
 - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the College's *'Searching and Confiscation Policy'*.
 - Requesting the deletion of locally-held content and content posted online if they contravene College behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the College will take steps to change the attitude and behaviour of the student undertaking bullying, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply;
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain;
 - Monitor College systems for key words

Legal Issues - Cyber bullying is generally criminal in character. There are laws that apply to cyberspace. It is unlawful to disseminate defamatory information in any media, including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means by electronic communications network a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

St. Francis' College educates pupils both in the proper use of the Internet and mobile device technology and the consequences of cyberbullying. This is delivered through PSHE, ICT lessons, tutor times and assemblies and we continue to inform and educate its pupils in these quickly changing times.

Parents are provided with an opportunity annually to attend an evening discussing 'Online Safety'. The College provides e-safety webpages on its parent portal.

All incidents of cyber bullying, both inside and outside of the College, are dealt with immediately and will be managed and/or escalated in line with the procedures set out in the *Anti-Bullying Policy*, *Behaviour and Discipline Policy*, the *Safeguarding Policy* and *Peer-on-Peer Abuse Policy*.

Situations Arising out of College

The College recognises that it must take note of bullying perpetrated off College premises, which spills over into College life. The College would respond positively to information regarding its pupils involved in such situations. Advice or support might be given and/or the parents informed, the student undertaking bullying spoken with, and so on, if the children were both members of the College. If a member of another school was involved, the Head of that school might be approached.

If safety were to be considered an issue, relevant contacts would be made as a matter of urgency.

Cyberbullying which happens out of College will be subject to the *Behaviour & Discipline Policy* if the welfare of other pupils or the culture or the reputation of the College are placed at risk.

Reference should also be made to the *Online Safety Policy* and *Peer-on-Peer Abuse Policy*, with particular reference to social media.

Sexual Bullying

Sexual bullying can take various forms, some of which are outlined below.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about LGBTQIA+. Homophobic bullying may be targeted at pupils who are, or who are perceived to be LGBTQIA+. It can also suggest that someone is of less worth because they are LGBTQIA+. Homophobic bullying is also often targeted at pupils who are members of the LGBTQIA+ community and pupils who do not confirm to gender stereotypes, or are seen to be 'different' in some way.

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping, for example, suggesting that they are greedy, or assume that being bisexual is a phase.

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about transgender people. Transphobic bullying affects young people who are transgender and can also affect those questioning their gender identity as well as pupils who are not transgender, but do not conform to gender stereotypes.

There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

The Equality Act 2010 requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations. The College will take proactive steps to support LGBTQIA+ pupils and promoting respect and understanding of LGBTQIA+ people and issues across the whole school community through assemblies, workshops and the PSHE education curriculum. The Department for Education requires all schools to publish information to show how they are complying with this duty.

The College Development Plan will set and publish specific and measurable equality objectives, to reduce levels of homophobic, biphobic and transphobic bullying.

The Equality Act 2010 applies gender reassignment to anyone who is: *proposing to undergo, is undergoing or has undergone a process (or part of a process), for the purpose of reassigning their sex*

by changing physiological or other attributes of sex. The College must protect any student taking steps to reassign their sex, whether those steps are social, for example, changing their name, the pronoun they prefer and the way the dress or look, or include medical intervention, for example, accessing hormone therapy or having surgery.

Monitoring

A central register recording all forms of bullying is kept regarding trends and individuals and the policy reviewed accordingly, as necessary.

The College will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied:

- Any issues identified will be incorporated into the College's action planning.
- The Headmistress will be informed of bullying concerns.
- The Safeguarding Governor will report on a regular basis to the governing body on incidents of bullying, including outcomes.

An occasional questionnaire amongst pupils will be considered as a suitable means of indications as to the presence or otherwise of bullying in the school, as will consultation with the School Council, teaching and non-teaching staff.

The College takes seriously any bullying related to Covid-19. The *Behaviour and Discipline Policy* has been amended accordingly.

Note: Statements made in the singular in this document may also apply to groups and the same actions will apply.

Further information is available from these websites

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND:

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEN and Disabilities code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQIA+

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Related Policies:

Safeguarding Policy
Peer-on-Peer Abuse Policy
Behaviour and Discipline Policy
Pastoral Policy
Restraint and Power To Search Policy
Missing Child in Education Policy
Mental Health and Wellbeing Policy
Complaints Policy
PSHE Policy
Pupil Use of Mobile Technology Policy
Sexting Policy
Covid-19 Policy

Reviewed By	James Nichols
Authorised By	B Goulding
Effective From	September 2021
Next Review Due	September 2022 (Annually)

Appendix 1

Further information about specific types of bullying:

Bullying related to race religion or culture

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BAME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BAME children and children of different faiths experience in several situations. This bullying can take place in person and/or online.

The College is committed to promoting an anti-racist culture.

Bullying related to special education needs and disabilities (SEND):

Research shows that children and young people with SEND are more at risk of bullying than their peers. This can take place in person and/or online. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEND, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying.

Where children with SEND are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences. This bullying can take place in person and/or online.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who identify as LGBTQIA+ (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. This bullying can take place in person and/or online. For more information, refer to the related materials on homophobic bullying.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. This bullying may take place in person and/or online. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as them not living with their birth parents, or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in *Supporting looked-after Learners: a Practical Guide for School Governors*. On young carers, further information is provided via the Teacher Net pages on [Young Carers](#) and [Helping schools to be in tune with young carers](#). Schools are also encouraged to access advice made available by key voluntary organisations. [The Princess Royal Trust for Carers](#) and the [Children's Society](#) have both published information to help school and other staff identify and support young carers. This can be accessed via their websites.

Sexist or Sexual Bullying

Sexist and sexual bullying affects both genders. 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. This bullying may take place in person and/or online.

Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can also be targeted by bullies. This bullying may take place in person and/or online.

Cyber Bullying

Cyberbullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites and apps, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e., technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying: those who have been bullied can go on to do the bullying themselves. For more information, refer to the related materials on cyberbullying, *Online Safety Policy* and the *Peer-on-Peer Abuse Policy*.