

Dawlish Federation of Special Schools

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Safeguarding Half Termly Theme

Anti-Bullying 1st November 2017

Training

Educare have a course on Preventing Bullying this would be beneficial for all staff who have not completed.

Bullying

Anit-Bullying Alliance defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Key statistics

- Primary school pupils with special educational needs are twice as likely as other children to suffer from persistent bullying. At age 7, 12% of children with special needs and 11% of those with a statement said they were bullied 'all of the time' by other pupils, compared to just 6% of their non-disabled peers. (Institute of Education 2014)
- Fifteen-year-olds with statements of special educational needs were significantly more likely to be frequent victims of threats or acts of physical violence and theft, even when other factors that increase the risk of bullying were taken into account. They were also more likely to be excluded by a group of schoolmates or called names – a form of victimisation that is often referred to as “relational bullying”. (Institute of Education 2014)
- 83% (or roughly eight out of ten) of young people with learning difficulties reported experiencing bullying (Luciano and Savage 2007, and Mencap 2007)
- 82% of young people who are disfluent (those with a stammer), 59% of them at least once a week, and 91% by namecalling have experienced bullying (Mooney and Smith 1995)
- 70% of children with autistic spectrum disorders combined with other characteristics (for example, obsessive-compulsive disorder (OCD) have experienced bullying (Bejerot and Mortberg 2009)
- Young people with speech difficulties are three times more likely to be bullied than their peers (Savage 2005)
- 30 per cent of children with reading difficulties (Sweeting and West 2001) 56% of children with a learning disability said they cried because of bullying, and 33% hid away in their bedroom. Nearly half of children with a learning disability had been bullied for over a year, and many were bullied for even longer. (Mencap 2007 - Bullying wrecks lives: the experiences of children and young people with a learning disability)
- Children and young people receiving special education services in schools were more likely to report receiving an online interpersonal victimization in the past year, even after adjusting for other explanatory factors. (Wells, M. and Mitchell, K.J. 2013)
- Over 90% of parents of children with Asperger Syndrome reported that their child had been bullied in the previous 12 months. (L. Little, 'Middle-Class Mothers' Perceptions of Peer and Sibling Victimization among Children with Asperger's Syndrome and Non-Verbal Learning Disorders' - 2002 - 25(1) Issues in Comprehensive Paediatric Nursing pp. 43 - 57.)
- There is a growing evidence base linking bullying to mental health problems which has changed both government and societal attitudes to bullying. Findings showed that 61.5 per cent of participants reported being bullied, with 62.5 per cent of bullied participants reporting that being bullied was an important reason for their attendance at the CAMH service. (Dyer, K. and Teggart, T. 2007 Bullying experiences of child and adolescent mental health service-users: a pilot survey. Child Care in Practice, vol.13, no.4 Oct. pp351-365)
- Children bullied during their early years are up to three times more likely to self harm than their classmates when they reach adolescence. It found that half of 12-year-olds who

harm themselves were frequently bullied. The research also showed that victimised children with mental health problems were at greater risk of self-harming in later life. The authors suggest that efforts should focus on improving the ways in which children cope with emotional distress. They also call for more effective programmes to prevent bullying in schools. (Bullying victimisation and risk of self harm in early adolescence: longitudinal cohort study Helen L Fisher and others. BMJ Online, 26 April 2011)

Key policy and Useful links

Anti bullying- including cyber bullying policy is available on the website for all staff

DFE guidance. The DFE have produced guidance on preventing and tackling bullying
Cyber bullying advice for head teachers and school staff, advice for parents and carers
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Family online safety guide

https://www.symantec.com/content/en/us/home_homeoffice/media/theme/parentresources/14550777_FOSG_final.pdf

Child Net

<http://www.childnet.com/>

Kidscape

<https://www.kidscape.org.uk/>

Anti- bullying alliance

<https://www.anti-bullyingalliance.org.uk/>

School strategy's for preventing and tackling bullying

<https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>