

Report of the Director of Children's Services**Prejudice base behaviours and relational bullying****1. Context**

The report outlines the proposed scope and brief with regard to dealing with prejudice-based incidents/ bullying type behaviours

**2. Background**

2021 Census data indicated that there were 42,931 children on role across all phases. Of this cohort 79.2% identified as White British, 19.6% identified as BAME and 1.2% had not shared information.

Stockport has 290,000 residents; the population is growing by 1,000 per year. Diversity across communities is increasing, there are twice as many children from ethnic minority backgrounds 2010-2022.

**3. Reporting on racist incidents and relational bullying**

The responsibility to report information on such incidents to local authorities ceased in 2012. Schools are required to decide how to record these incidents and where to report them. Typically, the Governing Board will expect to receive reports on these matters. Schools are required to have policies such as anti-bullying and managing pupil behaviour in place to describe practice and support effective action.

Defining bullying and prejudice-based behaviours- Broadly speaking bullying can be split into 6 categories:

- physical bullying
- verbal bullying
- cyber bullying
- relational aggression
- sexual bullying
- social/hate motivate/prejudicial bullying

Prejudice-based behaviour or bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.'

#### 4. Who is affected?

According to Maines and Robinson (1993) bullying can occur between:

- Young Person and another Young Person
- Adult to a Young Person
- Adult and another adult
- Young Person to an adult

Anyone and everyone who is involved, or witnesses bullying is affected by it. Parents, carers, siblings and friends are affected when a member of their family is being bullied.

There are many roles within a bullying dynamic:

- Victim/target
- Perpetrator/ringleader
- Observer/onlooker/outsider
- Facilitator/assistant

There is no legal definition of bullying, the Department for Education (DfE) uses the following wording in their guidance document Preventing and tackling bullying 2017):

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

All schools should have in place a policy which describes how they seek to address issues of bullying. (DfE Website January 2021).

There is an established belief that bullying involves an imbalance of power between the perpetrator(s) and the victim(s). This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. An imbalance of power can have many forms, it may be physical, psychological, emotional, societal or intellectual. It may occur through personal contact or online. Bullying can be placed in a continuum of behaviours'. Though the impacts to victims cannot be so easily translated.

The experience of bullying may be seen as an adverse childhood experience (ACE) - Adverse Childhood Experience (ACE), is a potentially traumatic event that can have negative, lasting effects on a person. For children and young people in situations of prolonged and repeated abuse, such as bullying and cyberbullying, this can impact on development, social interaction with others, and school attainment. It may also affect mental and physical health.

## 5. Strategic alignment

The core strategic plans that outline the priorities for children's wellbeing are contained in the ***Children and Young Peoples Strategy*** – This strategy was agreed at the November 2020 Stockport Family Partnership Board. It sets out principles, in ways of working, as well as priorities which will enable us to achieve our vision for children, young people and families in Stockport. Our aim is to work within the strategy to ensure our children feel part of their community, they are safe, and provide equality for all our communities.

<https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Wwk4liFRzjo>

Potentially any intelligence obtained can be shared with the Stockport Hate Crime reduction partnership, this will enable the LA and partners to consider how best to shape the response and prevention agenda.

## 6. The role of schools

The DfE describes how schools can work to address all types of bullying and prejudice-based behaviours through various documents. These include but are not limited to:

[Preventing-and-tackling-bullying](#)

[Cyber bullying-advice for headteachers and school staff](#)

[Keeping-children-safe-in-education](#)

[Tackling-race-and-faith-targeted-bullying-face-to-face-and-online-a-guide-for-schools](#)

Supporting critical thinking, understanding and encouraging positive relationships and keeping safe are all subjects that should be visited through the curriculum, addressing issues of prejudice-based behaviour and relational bullying should be visited in PSHE and is aligned to the core British values of the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

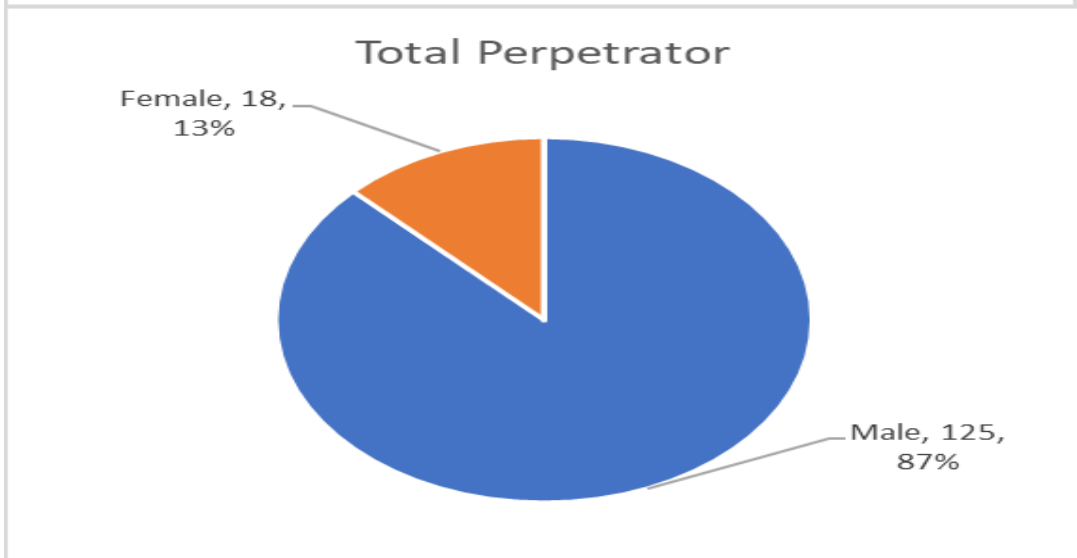
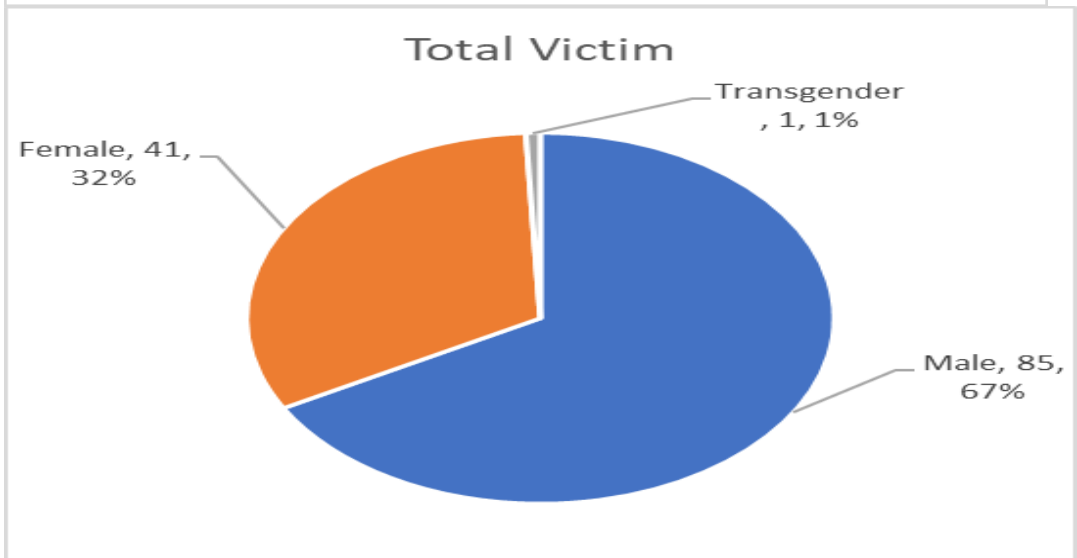
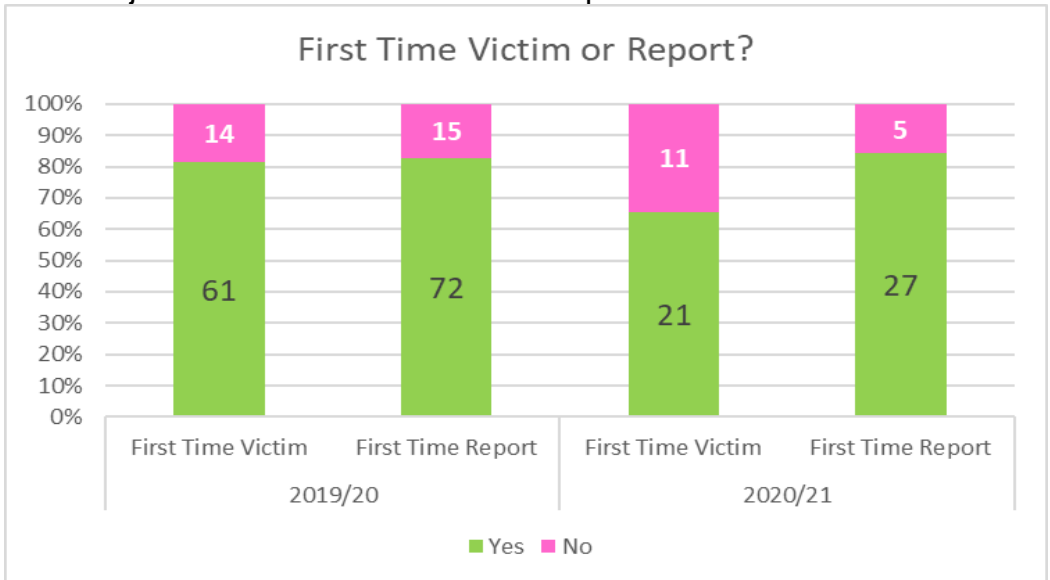
## 7. The role of the local authority

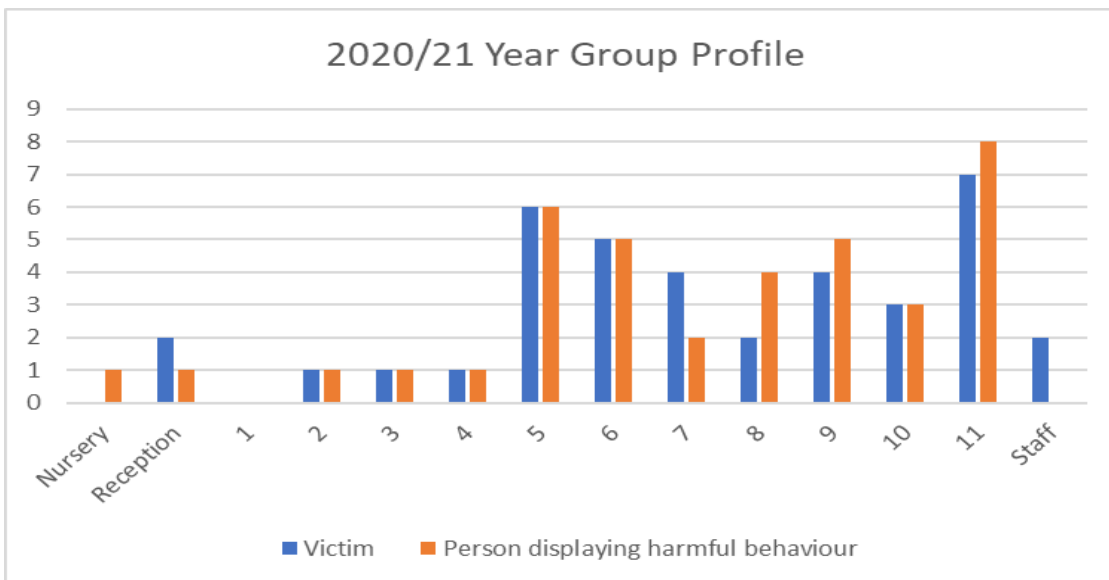
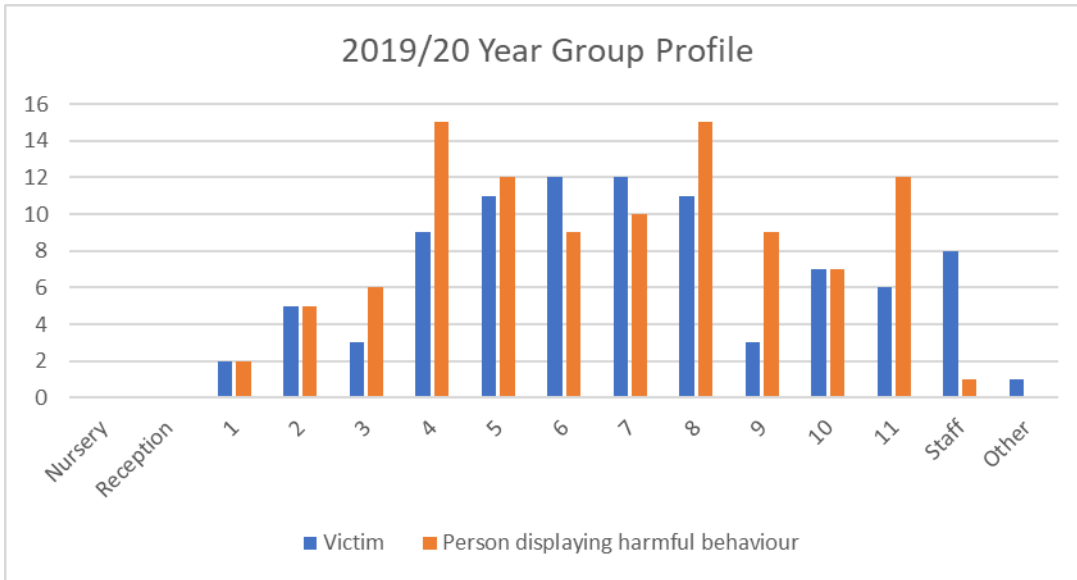
Currently through its partnership working such as Team around the School, schools and families are able to access the support of a range of workers to offer support where prejudice-based behaviour or bullying are becoming or have become barriers to accessing education. It is likely that the majority of issues requiring additional support would be referred through the Team Around the School model (TAS).

Some schools still share information, and this has been encouraged to allow us to understand the challenges and tensions faced by schools and their broader

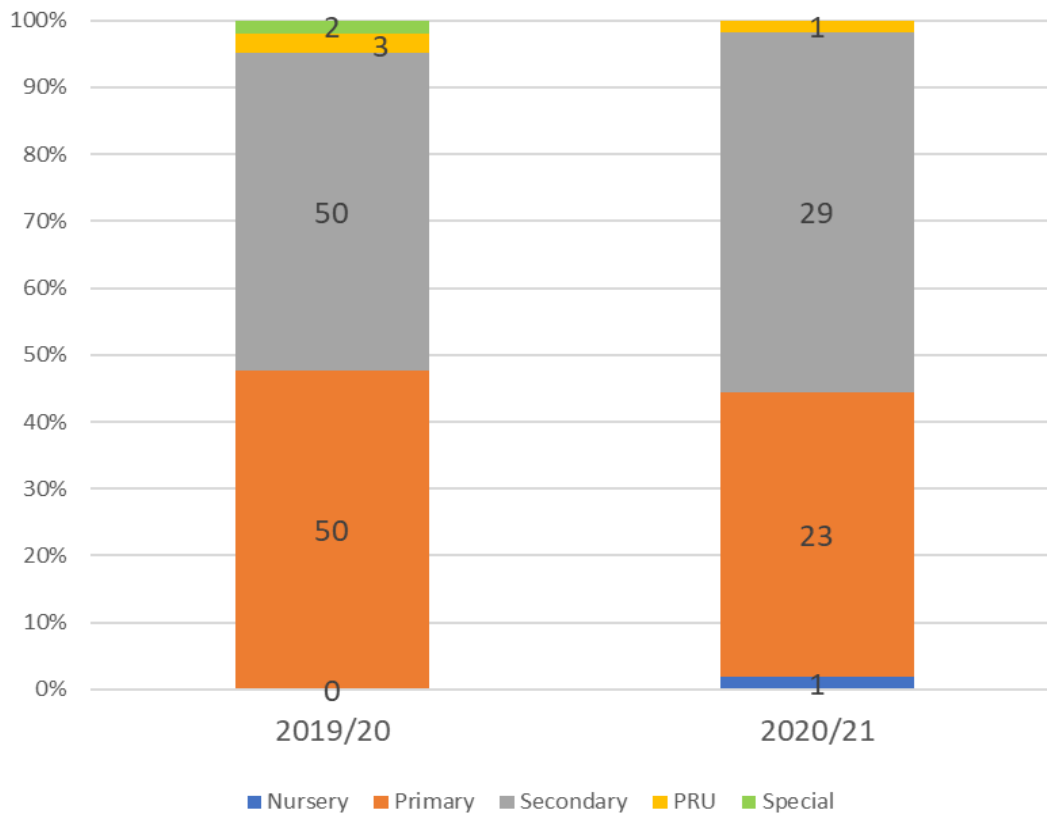
communities. This level of information sharing is not consistent and therefore does not provide a balanced picture of behaviours and the frequency of incidents. Included below is a selection of data based on the statistics available to the LA.

Prejudiced based school incident reports submitted to the LA:

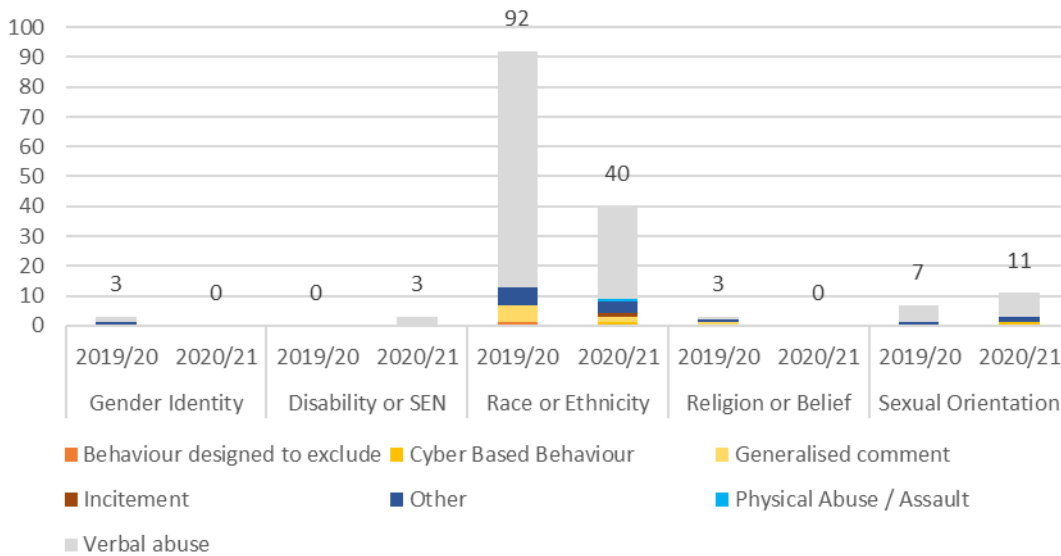




Split by Setting - Percentage bar chart



Category of Abuse



## 8. Scope of Review

This initial review indicates there is still work to be done in relation to strengthening our partnership when responding to prejudice-based behaviours and bullying.

Schools need to continue to understand the needs and tensions of their context and engage with partners in addressing issues where the impact or the scale is such that a multi-agency response is likely to achieve the best outcomes for all involved.

As a key partner within safeguarding and education the Local Authority should continue to encourage the submission of data and use the collated information to support education settings as well as the broader community. This will strengthen cohesion and partnership working.

To do this we need to:

- i) Further promote the system we have set up in schools and colleges that support information sharing around bullying incident of all types
- ii) Establish what services are already in place and decipher the impact and benefits. Identify if further services are required and how these could be implemented.
- iii) Consider the current systems for support and identify if anything else is required to reassure young people that help is available to them.
- iv) Work with colleagues to ensure they feel secure in their knowledge and understanding of a range of topics, this will empower them to allow them to feel more confident in structuring responses.
- v) Explore the opportunity for an action plan to assist the council in making any relevant positive changes as and when required.

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