Bullying and Harassment

Aims

1. To understand the difference between bullying and harassment
2. To raise awareness of the effects of bullying and harassment
3. To understand the wider impact of bullying & harassment
4. To understand bullying is a learned behaviour and can be changed

Outcomes

1. An understanding of bullying and harassment
2. An awareness of the effects of bullying and harassment
3. An understanding of the negative impact of bullying and harassment
4. Be confident to challenge bullying behaviour

Method

Group and individual exercises with the aid of:-

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time and or timings</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>5 minutes</td>
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<tr>
<td>Effects of Bullying &amp; Harassment exercise</td>
<td>15 minutes</td>
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<tr>
<td>Bullying and Harassment Action Plan exercise</td>
<td>15 minutes</td>
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<tr>
<td>Case study Jenny</td>
<td>10 minutes</td>
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<tr>
<td>Harassment scenario</td>
<td>10 minutes</td>
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<td>Pyramid of hate</td>
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Tutor notes – Effects of Bullying and Harassment

**Explain** – today we are going to look at bullying and harassment and its effects on people being bullied but the wider impact on the College and potential new learners. **Bullying and harassment** although closely linked are different. In the Equality Act 2010 **harassment** is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual.’

It is important to note that harassment does not have to be directed at the individual who complains – if it creates an environment that the individual finds intimidating, hostile, degrading, humiliating or offensive.

The law also covers harassment coming from a third party (a customer, for example). The employer is liable for this if it has happened on two or more occasions, the employer knows that it has happened and the employer has done nothing to stop it.

**Bullying** is not specifically defined in law, but in their advice leaflet for employees

Acas give the following definition: ‘Bullying may be characterised as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient’.

Give out Effects of Bullying and Harassment handout. Ask group to explore the effects of bullying on the victim, the College / workplace and potential new learners / customers. Allow approximately 10 minutes.

There are a number of possible answers – included below are a selection.
<table>
<thead>
<tr>
<th>Individual affected by bullying</th>
<th>College / Workplace</th>
<th>Potential new learners / customers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low self esteem</td>
<td>Using time / resources to deal with negative behaviour / absenteeism</td>
<td>Word of mouth – negative</td>
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<tr>
<td>Anti social behaviour</td>
<td>Negative behaviour / absenteeism</td>
<td>May go to College elsewhere</td>
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<td>Negative behaviour at home</td>
<td>Possible impact on funding from Government</td>
<td>Fear</td>
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<tr>
<td>Anger</td>
<td>Negative reputation</td>
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<tr>
<td>Illness – stress / rashes / lack of sleep</td>
<td>May impact on Ofsted reports</td>
<td></td>
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<tr>
<td>Reluctance to come to College / go to work</td>
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<tr>
<td>Absenteeism</td>
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<td>Poor work</td>
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<td>Anxiety</td>
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<tr>
<td>Depression</td>
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<tr>
<td>Suicidal</td>
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**Points for discussion**
- Did you realise it would impact on the College and new learners?
- Did the effects of bullying and harassment surprise you?

**Explain** – our behaviour has a huge impact on others, the effects are far reaching in terms of their impact but also long lasting. A person who is bullied, whether that be face to face, text message, cyber bullying can take years to recover the confidence and self esteem lost as a result. Often the bully doesn’t think about the impact – it’s a bit of fun, they’re doing it to boost their own self esteem often because they are jealous or are perhaps being bullied themselves at home.
The effects of bullying and harassment aren't only felt by the person being bullied. In this exercise we are going to look at the wide ranging effects of bullying and/or harassment. In your group list the effects of bullying/harassment on the individual, the College (or workplace) and potential new learners.

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Tutor notes – Action Plan

**Explain** - This exercise follows on from the Effects of Bullying & Harassment exercise you’ve just done. We’ve looked at the negative effects of bullying and harassment on people being bullied, the College and potential new learners but what can we do to stamp out this behaviour? I’m going to give you a new sheet and there’s an action plan on it, what I’d like you to do is to consider and write down what you as students can do to challenge bullying behaviour and ideas for what the College can do.

Give out *Bullying and Harassment Action Plan* handout. Allow approximately 10 minutes.

There are a number of possible answers – included below are a selection.

<table>
<thead>
<tr>
<th>Students</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge behaviour</td>
<td>Have robust policies and procedures</td>
</tr>
<tr>
<td>Speak up</td>
<td>Investigate complaints thoroughly</td>
</tr>
<tr>
<td>Mentor</td>
<td>Work with pupils</td>
</tr>
<tr>
<td>Work with the College</td>
<td>Challenge negative behaviour</td>
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<td></td>
<td>Raise awareness</td>
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At this point tutors could use the opportunity to go over their College’s bullying policies, student handbook and reporting bullying procedure. This exercise may also identify people who are bullying / those being bullied.

Tutors to keep a record of feedback, can be used to feedback into policies, Ofsted evidence etc.
Bullying and Harassment Action Plan

We’ve discussed the effects of bullying / harassment on the individual, the College and potential new learners. Now in your groups discuss and write down actions we can take as students and College staff to combat bullying / harassment.

<table>
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Tutor notes – Word search

Explain – we are going to do a word search. All the words are related to bullying and harassment and the behaviour and attitudes around it. If you notice, most of the words are negative – abuse, excluded, victimisation. There’s nothing positive about bullying or harassment. We can consider some of the other words, act in a positive way and treat people with respect and dignity.

Give out the Word search handout and ask students to complete. The answers are below:

| o | t | s | e | e | a | b | a | b | l | a | g | b | b | e | t | n | o | v | e | t | w | e | a | n | l | d | z | a | b | u | l | y |
| s | e | l | f | e | s | t | e | e | m | i | e | v | s | b | a | l | g | b | b | e | t | n | o | v | e | t | w | e | a | n | l | d | z | a | b | u | l |

Victimisation - where a person is treated less favourably than others because they have made, or intend to make, a complaint of discrimination.

Abuse – to behave badly, to disrespect someone.

Harassment - offensive behaviour directly relating to or due to a personal characteristic, or perception of it. This behaviour might violate the person’s dignity or create an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Bullying - offensive, intimidating, malicious, insulting or humiliating behaviour, abuse of power or authority.
**Behaviour** – the things you do, the way you act, the things you say.

**Self Esteem** – how you feel about yourself, if you are positive and feel good about yourself you have high self esteem.

**Conduct** – your behaviour, the way you act

**Respect** – to show regard to or consideration for, to hold in esteem

**Dignity** – poise and self-respect, your manner and appearance

**Excluded** – not included, not part of something, can be excluded from a group, school, or socially excluded for example.
HANDOUT

Word search

Look through the grid and circle the words listed below

s e l f e s t e e m i e v s b
a v l g b s q c o o h b a o e
i b i f u v b s e e a m e p h
r u f c o n d u c t r h x n a
e r t s t e e h m h a r c a v
s l l g u i s a b y s f l v i
p t a e p m m z q g s y u i o
e p a i c t v i e t m s d n u
c o a v u i c r s n e b e y r
t f e u g v t e w a n l d z a
p f d i g n i t y e t m e y i
b g s e y a h i e d v i t g e
w h m o a b u s e f u o o w f
p s r u i w f a q b j r y n d
b u l l y i n g u l h b u l r

Write a few words / sentence to explain each of the terms

Abuse
Harassment

Behaviour
Respect

Bullying
Self Esteem

Conduct
Victimisation

Dignity

Excluded
Tutor Notes - Case Study (Jenny)  

Explain – we are going to look at the case of Jenny, the information is based on a real case. I would like you to consider, in groups if you think Jenny was victimised, whether her manager handled the situation correctly and what could have done differently.

Give out the Case Study (Jenny) handout. Read the following to the students (this is also included at the top of the handout). Allow students approximately 5 minutes to discuss and complete.

Jenny works for a large organisation as an Administrator in the Finance Section. She is a lesbian who decided not to come out to colleagues because she often heard them telling jokes that poke fun at other people, including lesbians and gay men. Jenny was ‘outed’ at work by a colleague, who told everyone she is a lesbian because he saw her holding hands with another woman. Jenny’s colleagues started to refer to her as ‘Jenny the lesbian’ and would suddenly stop conversations if they saw her approaching. At first Jenny let the behaviour pass but the comments started to get more frequent and offensive until one day she came in to find someone had drawn a moustache and devil horns on a photo of her on the notice board. Jenny decided enough was enough and approached her Line Manager to make a formal complaint. The Manager said she would look into the complaint. A few hours later Jenny was summoned to her manager’s office, to be told she was being moved to another section because she could not work with a lesbian.

Consider the following:

1. **Was Jenny victimised? Why?** - Having made a complaint about sexual orientation discrimination if you are subsequently treated badly because of having complained, this is unlawful victimisation.

2. **Was the Manager right to move Jenny to another section?** - No

3. **Why?** - This is unlawful direct discrimination from her Manager. She also victimised Jenny as she moved her to another department which was as a result of her making a complaint.

4. **Could the Manager have handled the situation better / differently?** - The Manager could definitely have handled the situation better. The harassment from the colleagues should have been investigated fully and tackled with appropriate disciplinary action. The Manager could have training provided for employees in Equality and Diversity / The impact of bullying and harassment and also referred to Company Policy and Procedures. There could have been a reminder of company policies and procedures at team meetings.
5. **Do you think Jenny’s colleagues harassed her?** - It is harassment from colleagues, both because she was outed as a lesbian and because of the discriminatory jokes to which she was subjected. If you work in an environment where people tell jokes about different sexual orientations that you find offensive, or where people are picked on because of their actual or perceived sexual orientation, this would be harassment.
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Jenny decided enough was enough and approached her Line Manager to make a formal complaint. The Manager said she would look into the complaint. A few hours later Jenny was summoned to her manager’s office, to be told she was being moved to another section because she could not work with a lesbian.

**Victimisation** - where a person is treated less favourably than others because they have made, or intend to make, a complaint of discrimination.

**Harassment** – harassment is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual.

**Consider the following:**

1. Was Jenny victimised? Why?
2. Was the Manager right to move Jenny to another section?
3. Why?
4. Could the Manager have handled the situation better / differently? How?
5. Do you think Jenny’s colleagues harassed her? Why?
Tutor notes - Harassment Scenario

This is a discussion based exercise, there are no handouts.

This case study is based on an actual case which went to tribunal in the North East of England.

Read the statement to the group then discuss the points where indicated.

Scenario

You work in an office with a group of people; you get on well with most of your colleagues. On Valentine’s Day there is a card on your desk. You open it and it was sent by one of your colleagues. At first you’re not sure if it’s a joke, but then you realise it isn’t. You throw the card in the bin (on the top so all can see it’s in the bin).

- Is this harassment?
  harassment is defined as ‘unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual’s dignity or creating and intimidating, hostile, degrading, humiliating or offensive environment for that individual. It’s how the person on the receiving end feels, not the intentions of the person ‘harassing’ – “I didn’t mean it like that” wouldn’t be a defence.

- Why?
  It is subjective some people might feel it was harassment others might not think twice about it.

- What are you going to do next?
  There’s no right or wrong answer, you could talk to the person, let it lie and never mention it to anyone.

Your colleague doesn’t mention the card and neither do you. A few weeks pass and when you arrive at your desk there’s a large bunch of flowers there, from your colleague. Again you throw the flowers in the bin so your colleague can see them.

- Is this harassment?
  After the card you may have felt it was a one off, the colleague may have got the message, or “was I overreacting?” etc. Some may think it was a nice gesture, others may find it creepy.

- Why?
  Some people may feel uncomfortable that the colleague has not carried on harassing.
• What are you going to do next?
  There’s no right or wrong answer so long at it’s legal!

You hope by putting the card and the flowers in the bin your colleague would get the message. There has been no effect on your professional relationship and you think the gifts will stop. You arrive home one evening and your colleague is sitting in their car further up the street!

• Is this harassment? Why?
  Again it’s how the individual feels, some may feel it is harassment, some may think they could know someone who lives on the same street and it could be an entirely innocent coincidence.

• What are you going to do next?
  Would you report it to the police, tell your supervisor / manager at work, do nothing?

• Would this behaviour make you feel uncomfortable?

A few weeks later, one Saturday evening you’re at home just settling down for a night in front of the TV to watch a film with a curry and a drink. You get quite a fright when you see your colleague’s face looking in your front room window!

• Is this harassment? Why?
  Again it’s how the individual feels, however it would be reasonable to suggest the majority of people would think that was harassment. Any of the behaviour could have been harassment in the workplace but together they have formed a definite and escalating pattern.

• Would this behaviour make you feel uncomfortable?

• What are you going to do next?
  Would you report it to the police, tell your supervisor / manager at work, do nothing?

• Would you report it to your manager at work?

This scenario was based on an actual case where the person on the receiving end claimed she had been harassed by her colleague. Her colleague said she could not claim harassment at work as the last two incidents had occurred outside of work.

• Do you agree?
It was found to be harassment at work as the woman only knew the colleague as a result of work. The male colleague was disciplined and shortly after left the organisation.

**Extra information - Protection from Harassment Act 1997**

This Act was primarily created to provide protection against stalkers, but it has been used in other ways.

Under the Act, it is now an offence for a person to pursue a course of action which amounts to harassment of another individual, and that they know or ought to know amounts to harassment. Under this Act the definition of harassment is behaviour which causes alarm or distress. This Act provides for a jail sentence of up to six months or a fine. There are also a variety of civil remedies that can be used including awarding of damages and restraining orders backed by the power of arrest.

Employers have vicarious liability (where they can be liable for the actions of their employees) for harassment by their employees under the Protection from Harassment Act 1997. For employees this may provide an easier route to compensation than claims based on discrimination legislation or personal injury claims for stress at work, as the elements for harassment are likely to be easier to prove, the statutory defence is not available to the employer, and it may be easier to establish a claim for compensation. Also as the claim can be made in the County Court costs are recoverable and legal aid is available.
Tutor notes – Pyramid of hate

**Explain** – the final exercise in this module is the Pyramid of hate. In the UK we have laws to protect people from discrimination, violence etc. However if left unchecked discrimination can lead to bullying and harassment which can escalate until it gets completely out of hand.

Give out the *Pyramid of hate* handout and discuss with pupils the escalation of hate.

**Avoidance** – this is ‘low level’ in some respects almost unnoticeable – “was it me, or?” / “am I imagining ...” Things like crossing the road to avoid talking to someone, not giving them eye contact, not stepping in when a situation arises, acting like you’re not bothered.

**Acts of discrimination** – this is starting to get more serious, there are bullying acts involved. For example name calling, exclusion, harassment, false rumours, de-humanisation / degrading people. In some cases there can be discrimination in terms of access to housing, education or employment.

**Acts of violence** – the seriousness has escalated resulting in physical attacks, riots, torture, vandalism etc.

‘*Extermination*’ – either individuals or groups of people, including murder, bombing, lynching, arson etc.

**Ask pupils to consider** - Can you think of any situations in the UK or worldwide where the acts of discrimination have escalated to such an extent that ‘extermination’ has occurred?

**Answers could include:**

**UK** – Gang members. Although we have laws to protect people unfortunately crime still happens. There have been a number of gang related deaths in recent years. Discrimination can occur as a result of which gang a person belongs to, where they live etc.

**Nazi Germany** – Jews. Children were excluded from school, not allowed to play in the park, Jews were excluded from tax benefits, banned from many professional occupations including teaching Germans, and from being accountants or dentists. In the summer of 1944 Auschwitz-Birkenau Concentration camp recorded its highest ever number of people gassed and burned at just over 9,000.

**Northern Ireland** – Protestant and Catholics. Discrimination and violence occurred between the two groups during the ‘Troubles in Northern Ireland’. Bombings killed numerous people on both sides in Northern Ireland and also on the UK mainland.
Rwanda – Hutus and Tutsis. In 1994 there was a mass killing of Tutsis and Hutu moderates by the Hutu dominated Government. The Genocide lasted for 100 days and estimates of the death toll range between 500,000 to a million people.

Bosnia – Serbs, Croats and Muslims. Between 1992 and 1995 in the Republic of Bosnia-Herzegovina, conflict between the three main ethnic groups, the Serbs, Croats, and Muslims, resulted in genocide committed by the Serbs against the Muslims in Bosnia. It is estimated 200,000 people were killed.
In the UK we have laws to protect people from discrimination, violence etc. Can you think of any situations in the UK or worldwide where the acts of discrimination have escalated to such an extent that ‘extermination’ has occurred?

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______________________________________________________________________________
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Bullying ... my story

Ever since I can remember I've always been really scared of my mum. I used to look to my dad for protection from her, but he was scared of her too. She was a wonderful mum some of the time, but suddenly for no apparent reason she would just turn nasty. She used to get very cross with my brother (two years younger than me) and me, she would think up ways to punish us. There was a lot of violence involved, hitting, caning and when she got really angry she used to throw knives at us or attacks us with her car keys. The worst thing wasn't the physical abuse though, it was the mental abuse. To punish me for spilling some water when I was about 5 she made me get my favourite teddy bear and she got a knife and cut him up in front of me. There were countless other things like this that happened nearly every day. I thought it was normal when I was younger, you don't really question it when you're that age.

When I was 14 she forced my Dad to leave (although he didn't want to, he wanted to stay with my brother and I). She blackmailed me into not seeing him (at 14 you are allowed to make your own decision about seeing an absent parent). Over two years I think I saw him three times in secret. We had large money problems, although I was at school and by this time studying for my GCSEs, I had to get a job to help out, I didn't mind at all in fact I quite liked working. But my mum made me get 6 other jobs too, which left me no time for studying. I didn't have time to see my friends either. Sometimes my friends would invite me out and my mum would say I could go, then a few minutes before I was set to leave the house she would make me ring them and cancel for no reason. I didn't tell my friends what was going on. I was scared that they would tell someone and my mum would find out I'd been talking about her. They began to turn their backs on me. I felt awful, the only person I was close to now was my brother..... but over the course of the next year when I was 16 and he 14 he began to side with my mum (he knew that if he sided with her she wouldn't cause him so much grief, it worked very well, but it meant that I got the blame for everything and that drove a wedge between my brother and I). I had no one left to turn to and felt as if I had nothing left to live for. At school, I pretended to be happy and normal and no one really suspected anything was going on.

One day I was getting ready for school and I was about to leave my house when my mum said she didn't like my trousers (they were three quarter lengths, and it was only Spring. According to my mum I was only allowed to wear them in the summer. I was 16). I learnt that there was no use arguing, she would always win. So I changed into long jeans. I came downstairs to kiss her goodbye before I left and as she went in for a kiss she slapped me really hard on the cheek. When I got to school I couldn't stop crying. It was only a slap and I was used to knives and other weapons. But for some reason it was just too much. I think it was that my trust in her love (represented by a kiss) had been broken. I told all my friends who were surprisingly supportive. They told me that they knew something was wrong but had let me get on with it and had been keeping their distance so I could tell them when I was ready. I went home that day, (my mum and brother were out). I decided to leave. I rang my dad and asked him to come and collect me. I packed my stuff and when my brother got home I didn't tell him a thing 'cos I knew he would phone my mum and tell her, she would somehow prevent it. My dad came and got me and I have been living with my dad and his girlfriend for the past year.
I have a much better life now. In the end I skipped my GCSEs and went straight to A levels which I am studying hard for. I have new friends but the old ones have been amazing throughout the whole ordeal. Things are still hard as I was very close to my brother and now my mum doesn’t allow me to see him which is very upsetting and she is still horrible to me whenever I phone her.

But I just wanted to say that getting the courage to leave was the best thing I could have done. Luckily I had lovely friends who really helped me in my decision, who let me stay at theirs whilst I sorted everything out.

No matter how scared you are my advice is to tell someone. It will help you a lot. Your life may not be perfect afterwards but it will be a lot better.
Supplementary information for tutors

What is the legal position?

Legally, bullying between children and young people is still seen as a “school” problem in England and Wales. Schools and Pupil Referral Units are the only organisations working with children that have to have an anti-bullying policy by law. It’s the head teacher’s responsibility to make sure that the policy is in place and that any report or incident of bullying is taken seriously and action taken to stop it and prevent further incidents. Youth groups and other organisations working with children and young people don’t have a legal obligation to have a policy.

Even schools only have a legal duty to deal with bullying that happens on school premises or in the area immediately surrounding the school. In theory, this is reasonable – school staff can’t supervise pupils at all times between school and home and when they are out in the community for obvious practical reasons. But many schools are guilty of not taking the problem of bullying that their pupils experience beyond the school gates seriously enough.

In November 2003, the Department for Education and Skills (DfES) published its anti-bullying Charter, which goes some way towards ensuring that schools take a proactive approach to bullying which involves the whole school community. The Charter suggests that schools work with the wider community to deal with bullying that occurs outside school.

The Charter is not legally binding, but it is intended to represent a public pledge on the part of schools to tackle bullying effectively. All schools in England and Wales have received a copy of the Charter for signature by a pupil representative, the Chair of the Board of Governors and the head teacher and have been asked to send a signed copy to the DfES and the Anti-Bullying Alliance.

In addition, Ofsted will be checking to see how well schools meet their commitments to tackle bullying under the Charter and whether they have responded to the recommendations that it makes. You can see a copy of the Charter on the internet by logging onto dfes.gov.uk/bullying. Pupils who are being bullied outside school will be affected by the bullying in all areas of their life including at school, which makes it a school problem, regardless of the legal position. They will also be affected at youth clubs, at home and in every area of their life. Young people who are being bullied are often very distressed by the experience, even if they hide their distress or express it in unexpected ways, and it is up to any responsible adult – teachers, youth workers and parents and carers alike – to respond to that distress and to help the young person stop the bullying and deal with how it has made them feel.

For this reason, schools and Pupil Referral Units should take it upon themselves to do more than they have to do under the law and link up with other organisations to take steps to tackle bullying experienced by their pupils in the local community as well as in school. And all youth clubs and
other organisations working with children and young people should make sure that they have anti-bullying policies and schemes in place that are regularly monitored, as a matter of good practice. The only way that schools, Pupil Referral Units, youth clubs and other groups and organisations working with children and young people in a local area can fulfil their duty of care with regard to bullying prevention (not to mention other issues affecting children’s welfare), is by having complementary anti-bullying policies and schemes and by communicating with each other. It is also essential that these organisations talk to children and young people and parents and carers about bullying.

Is bullying actually against the law?

Some types of bullying behaviour are very definitely against the law. Police will take them very seriously and offenders can be prosecuted. For example:

- Theft of or damage to valuables (e.g. jewellery, personal stereos, mobile phones, designer clothing).
- Serious physical or sexual assault.
- Malicious or threatening phone calls, emails or text messages.
- Harassment and defamation online.

If a person is experiencing bullying of this kind, you should help them to keep the evidence (e.g. photographs of damaged property and injuries; copies of malicious emails or text/phone messages, along with the date and time they were received and the email address or phone number that they were sent from); and you should encourage and support them in reporting the incident to the police.

If a child or young person has been seriously physically assaulted or sexually assaulted, you should contact the police right away. Again, you should try to get the child’s agreement to do this. You want to support them, not work against them.

If you suspect or know that a person is bullying other children and young people, you should let them know that bullying can be against the law and that the police may get involved and prosecute certain types of bullying behaviour because it has such a bad effect on the young people who are bullied.

How do I know if a person is a bully?

People who are bullying are highly unlikely to talk about their behaviour, either because they are afraid of your reaction or because they don’t believe that what they’re doing is wrong. As tutors we hope that people can to talk to us if they are having problems, if they are in trouble or if something is making them scared or miserable. However, even if you have a good relationship with them this can be difficult. If you don’t have a terribly easy relationship with the person and you
find it difficult to talk to each other, you will need to be even more patient in your approach with them.

Often young people bully because they are being bullied and harassed in some way themselves. This may be at school of course, but it can also happen at home. Bullying routinely goes on between siblings and other family members.

It may also help you to look at reasons young people have given for bullying when interviewed:

- I'm angry
- I'm being bullied myself
- If I don't do it first, it will happen to me
- All my mates do it
- It makes me popular
- I'm lonely

Here are some lists of physical, emotional and behavioural clues that you may see in a person if he/she is bullying. They may help you to support the person if he/she is having a problem with bullying but has not yet been able to talk to you about it. By picking up on these clues, you can then raise the subject of bullying with the person.

**Physical signs that a person is bullying**

Using physical strength/physical presence to intimidate, influence and impress other kids – this might be friends. For example, putting them in head and arm locks. This behaviour is more common in boys than girls. Young people, particularly boys, often play-fight and it is a mistake to assume that such behaviour is always evidence of bullying. However, be aware of body language and roles in these situations. Look to see if the person uses physical strength to humiliate other people or make them feel weak or powerless or if he/she is consistently picking on one or more other people, particularly if the body language of those people indicates that they are unhappy or scared and want the play-fight to stop. If this is the case, then it is likely that what is going on is bullying and you need to stop it and discourage the person from behaving in this way in future.

**Emotional signs that a person is bullying**

A refusal or inability to empathise with others is common. You may notice that the person is unable or unwilling to put themselves in the shoes of a person who is being bullied and think about how the bullying might make that person feel. Young people who bully often say that it’s the victim’s fault for not standing up for himself/herself or that he/she should “learn to take a joke”.

Often a bully will show an inability/refusal to accept responsibility for their actions. People who bully invariably express the opinion that the responsibility for the bullying lies with the victim. Again, they tend to say that it is the victim’s fault for being weak/disrespectful/getting on their nerves/not standing up for him or herself.

Bullies show a desire to be in control. People who bully often seem to need to be in charge and can find it difficult to share leadership or co-operate with others. They may be able to work with others, but only on their terms.

**Behavioural signs that a person is bullying**

Young people who bully have low self-esteem and bully so that they can make others do what they say and give themselves a sense of power and superiority. They often brag about their exploits and abilities to cover a low sense of self-worth.

They show a tendency to relate to others in a negative way, e.g. making negative comments about other people’s appearance, intelligence, ability, family, behaviour, etc. This may include an intolerance of other cultures and lifestyles and the use of racist, sexist and homophobic language, e.g. using “gay” as a term of abuse. Lots of people talk about others in unflattering terms, in fact nearly everybody makes negative comments about other people sometimes, but if a person does this on a regular basis you have reason to be concerned. It is worth thinking honestly about the way that you talk about other people in front of a person as well.

Once again, a person who shows one or more of these indicators is not necessarily bullying, but they are displaying and supporting behaviours and attitudes that have a negative effect on themselves, their friends and potentially all the people that they live with. It is important that you try to challenge these behaviours, build up the person’s self-esteem and help them find ways of showing the world that they are valuable and worth taking notice of that don’t have a negative effect on others.
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 (BME) 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 BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. 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 SEN and disabilities, 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. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children with SEN and disabilities 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.
Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (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.

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. 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 their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. 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.

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.

Cyberbullying

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, 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.

1 Katz et al (2001), *Bullying in Britain: testimonies from teenagers.*
Bullying in the workplace on the rise

The recession has seen a big increase in bullying at work, the Guardian has learned. One in 10 employees experience workplace bullying and harassment, according to the conciliation service Acas, while a survey by the union Unison reports that more than one-third of workers said they were bullied in the past six months, double the number a decade ago.

"The fact that bullying has doubled in the past decade is shocking," said Dave Prentis, the general secretary of Unison.

Fraser Younson, head of employment at the law firm Berwin Leighton Paisner, said: "In the last year or so, as running businesses has become more difficult, the way managers interface with their staff has become more demanding. Managers are chasing things up, being more critical. If they are not trained to deal with increased levels of stress, then we are seeing them do this in a way that makes staff feel bullied."

Samantha Mangwana, an employment solicitor at Russell Jones & Walker, said: "We are getting a very high level of cases. Most of the people who come to us with a problem at work talk about bullying. It frequently arises in people's line-manager relationship."

Employment lawyers say allegations of bullying have become a frequent feature of claims for unfair dismissal and discrimination.

Support groups are struggling to cope with the rise in cases, with one helpline recently forced to close.

"We have been overwhelmed by a huge rise in complaints over the last two years," said Lyn Witheridge, who ran the Andrea Adams Trust bullying helpline until last year. "We had to close the charity and the helpline because we couldn't cope with the number of calls – they more than doubled to 70 a day."

"The recession has become a playground for many bullies who know they can get away with it. Under pressure, budgets have got to be met. Managers are bullying people as a way of forcing them out and getting costs down."

News of the increase comes amid a number of high-profile employment tribunal cases, including a News of the World sports reporter, Matt Driscoll, who was awarded almost £800,000 by an east London tribunal after he suffered "a consistent pattern of bullying behaviour" from staff, including Andy Coulson, now David Cameron's head of communications.

Last month two yeomen were sacked from the Tower of London after an inquiry revealed a campaign of bullying against Moira Cameron, the first female yeoman warder in the tower's 1,000-year history.

"We see some cases of bullying in discrimination where the employer invokes what we colloquially call the 'bastard defence'," said Mangwana. "Their defence is that they were a bastard to everyone, so it's not discriminatory."
Academics have long warned of the link between economic conditions and bullying, with studies in the 1980s and 1990s predicting that workplace competition and the threat of redundancy were most likely to cause an increase. The decline of trade unions and of collective action has also been cited as a factor.

Experts also believe that press coverage of bullying cases has raised awareness, encouraging more employees to take advantage of what has been described as an "explosion" of individual employment rights over recent years.

Although "bullying" is not a legal term, cases of bullying at work have arisen through employment law, health and safety and protection from harassment legislation. But news of the rise in bullying cases across different jurisdictions, which research suggests contributes to the 13.7m working days lost every year as a result of stress and depression, has prompted criticism that the government has failed to adequately address the problem.

"The increase in tribunal claims this year is part of a lurch towards the American culture of litigation, but that is not necessarily the answer," said Witheridge. "More should be done to resolve bullying disputes without litigation, and for people to be treated with the dignity they deserve at work, while also being strongly managed."

The government said it was working to tackle the problem. Lord Young, the employment relations minister, said: "Workplace harassment and violence is unacceptable and the government is committed to addressing these problems."

Reported by The Guardian 4th January 2010
Schools to record all homophobic, sexist and racist bullying

The government announced today that schools will be required to record all incidents of homophobic, racist and sexist bullying.

Schools minister Vernon Coaker said that all schools will be legally required to comply with the new rules from September.

He said: "Bullying can make children's lives a misery. It can have a lasting impact on young people's future happiness, self-confidence and development and parents are right to be concerned about how it might be affecting their children. "I am absolutely clear that bullying of any kind should not be tolerated in or outside of our schools. "That's why the government is today announcing new measures to make sure that schools are doing all they can to tackle this issue head on."

The government believes that keeping records will allow schools to tackle the issue faster and will give teachers instant access to incidents when dealing with parents. Recording will allow experts to study trends and serious cases with be logged with local councils. Incidents of bullying suffered by teachers and other school staff will also be reported to councils. A 12-week consultation period with schools, parents and education experts will begin today.

Gay charity Stonewall said it was confident that the new duty would help address homophobic bullying.

A spokesman told PinkNews.co.uk: "Stonewall welcomes the proposed duty for schools to record and report all incidents of homophobic bullying. When 65 per cent of young lesbian and gay people experience homophobic bullying but those same young people think only 50 per cent of teachers respond to it, recording incidents is the only way forward.

"Schools will need support, confidence and training to identify and tackle homophobic bullying, as well as prevent it from happening, and we look forward to working through our Education Champions programme to help provide this."

The news was also praised by Schools Out but co-chair Sue Sanders questioned what would happen after incidents were recorded.

She said: "We welcome the consultation but we would expect that we get a recognition of not only the recording aspect but also the reporting aspect. "There needs to be some sort of action that goes with it to help teachers tackle homophobic bullying.

"We need to skill-up teachers to be confident to prevent it happening in the first place. Training in equality and diversity to deal with it is crucial. "We welcome the idea of recording and reporting but we need clarity about what will happen [next]. Something needs to kick into place to help staff and pupils."
A report released this year by Stonewall found that teachers reported homophobia to be the most prevalent form of bullying after bullying because of weight. It was found to be more prevalent than racist bullying.

Pupils suspected to be gay and boys perceived to act or dress in a feminine way were most likely to suffer abuse, followed by pupils who are openly gay. Nine in ten secondary school teachers and two in five primary school teachers reported hearing homophobic bullying of children, while Stonewall estimated that 150,000 pupils are affected by the issue.

Reported by Pink News 10th December 2009
A former News of the World reporter has won more than three quarters of a million pounds in damages from his former employer.

Sports reporter Matt Driscoll was sacked in April 2007 while on long-term sick leave for stress-related depression, having suffered, the east London employment tribunal found, from ‘a consistent pattern of bullying behaviour’.

The bullying was led by then News of the World editor Andy Coulson, who is now Tory leader David Cameron's head of communications, although the tribunal noted that senior managers were also involved.

Driscoll was awarded almost £792,736 for unfair dismissal and disability discrimination.

The News of the World had said that he was fired because of poor punctuality and inaccuracies in his reporting, according to the Guardian.

Reported by Personnel Today 24 November 2009

The Guardian article ‘Bullying in the workplace on the rise’ also refers to this case