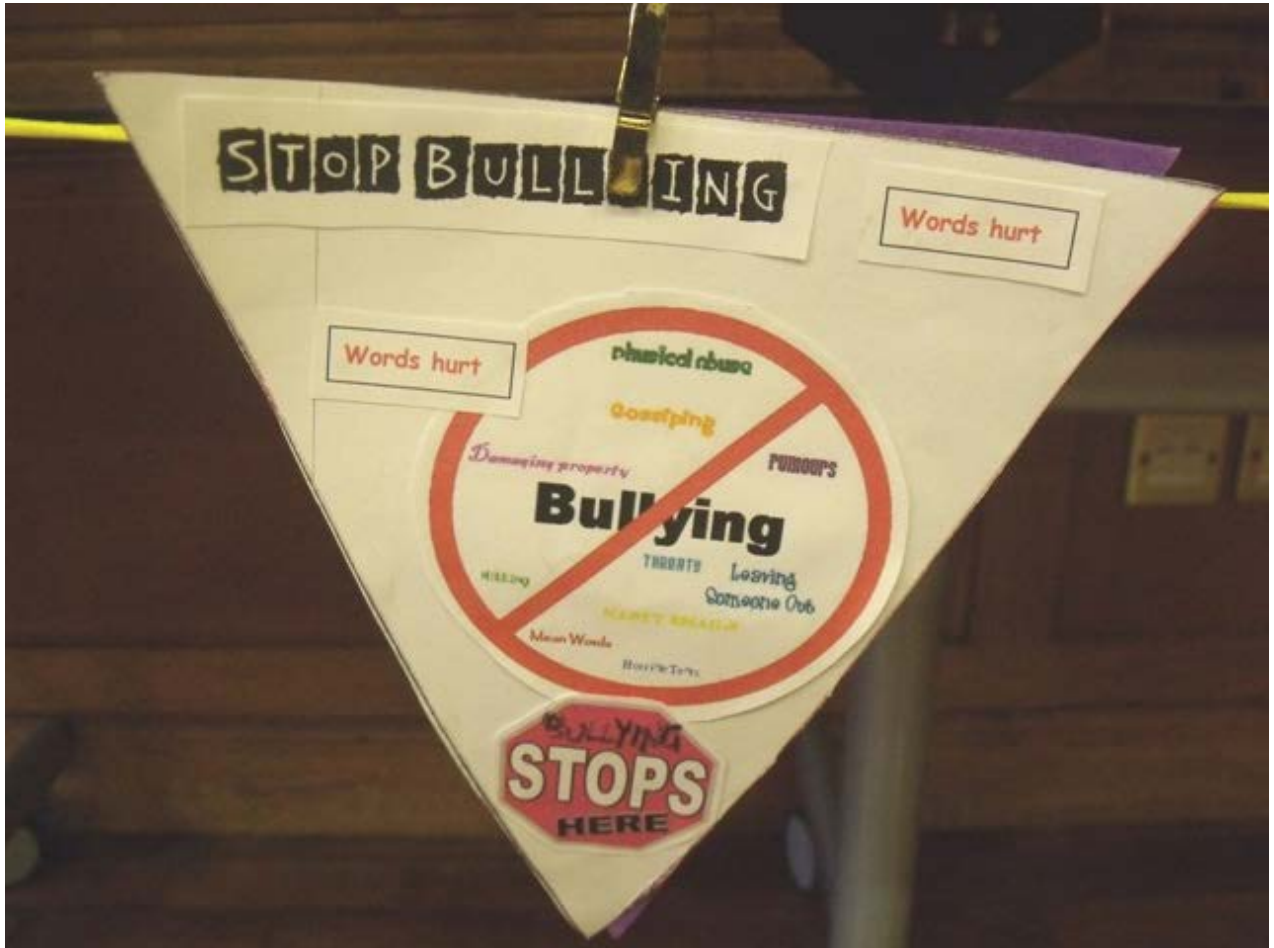


Anti-Bullying Strategy and Action Plan 2012 – 2014 The Borough of Poole Children's Services



RESPECT THE DIFFERENCE



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RESPECT THE DIFFERENCE



1. Foreword

I am delighted to present Poole's Anti-Bullying Strategy.

Keeping children and young people safe and healthy, enabling them to enjoy and achieve, providing them with opportunities to make a positive contribution and make that effective and confident transition into adulthood are at the heart of Poole's Anti-Bullying Strategy.

This Strategy has been developed and led by the Poole Anti-Bullying Strategy Group and has been informed by consultation with children and young people, parents/carers, schools and key partners who support children, young people and their families.

It builds on the effective practice we already have in place to prevent and respond to bullying behaviour. The Strategy sets out a range of challenging commitments from all our services and communities as a crucial contribution to meeting this challenge.

Poole Borough Council and Poole Children and Young People's Trust are committed to the well-being of all their children and young people and therefore commend the Strategy to all partners and the children and young people of Poole.

Signed

Cllr
Portfolio Holder for Children's Services

Date:

.....
Director of Children's Services

Date:

2. Introduction

Consultation with children and young people in Poole tells us that bullying and discriminatory behaviour is a problem and concern for many. Children and young people have reported that they do not always feel safe from bullying at school, travelling to and from school, in their neighbourhood, shopping areas and public places. We know that, whichever form it takes, bullying is deeply hurtful and damaging to the victim. Much of the pain of bullying lies in the victim's certain knowledge that they have done nothing to deserve the treatment. We must never underestimate the impact of bullying on the victim.

Poole Children's Services is committed to the elimination of all forms of bullying, harassment and discriminatory behaviour. We believe that every child and young person has the right to grow, play and learn in a safe environment, free from intimidation and harassment of any kind. We recognise that particular groups of children and young people may be particularly at risk of bullying. However, for any victim, bullying can have far reaching effects on their emotional well-being, social development, health and education and can have life long consequences.

Poole Children's Services recognise the need to support children and young people who engage in bullying behaviour and to minimise the impact of influences and experiences that can make them behave in this unacceptable manner e.g. domestic violence, negative adult role models.

Bullying is a sensitive issue for all involved, the victim, parents, professionals, witnesses and for perpetrators and their families. Dealing with bullying and harassment requires the highest professional standards and practices. We are committed to ensuring that professionals in all settings are supported and equipped in dealing with bullying in an appropriate and consistent manner.

This Anti-Bullying Strategy sets out the standards and responsibilities proposed for all agencies working in any setting with children and young people in Poole. The effectiveness of our actions will be monitored by the Children's Trust Governance Board, Local Safeguarding Children's Board (LSCB) and the Corporate Equality Officer.

We will work directly with children and young people to ensure that all agencies are demonstrating their commitment in this area and that the actions within the strategy are having a real impact on individual lives.

Poem which was written by young people attending the Poole Anti Bullying Alliance Conference 25th November 2011:

Emotionally trapped in a mind game
I'm stuck in the mud,
We all feel the same
Beautiful words turned into pain
All you bullies should be in shame

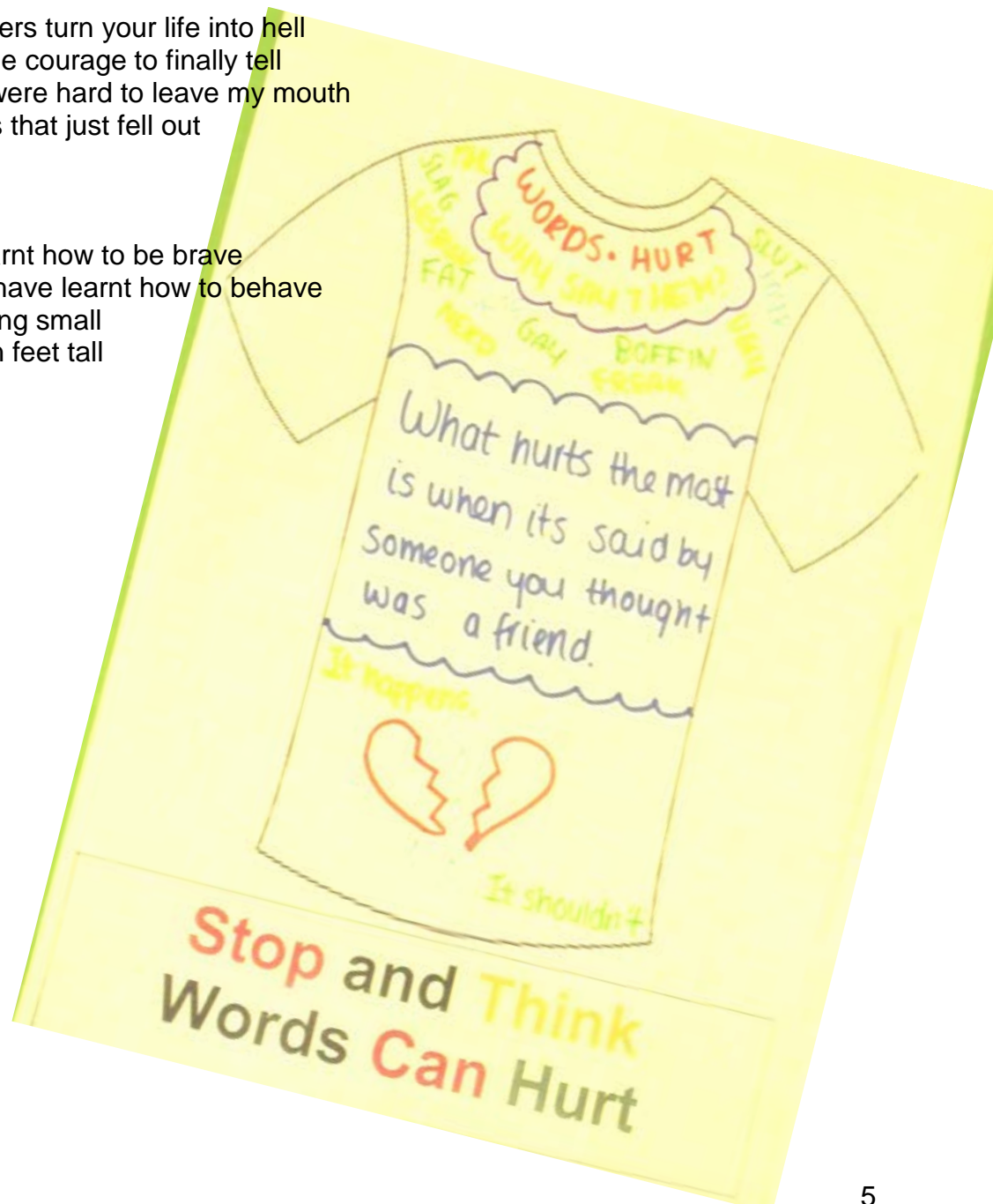
Nothing new that's not been said
Think about the words before they leave your head
Some victims can't even get out of bed,
They feel so low
They don't know
How to show,
How to let their emotions flow (refrain)

Don't let others turn your life into hell
I've found the courage to finally tell
The words were hard to leave my mouth
Unlike yours that just fell out

Refrain

Now I've learnt how to be brave
The bullies have learnt how to behave
From standing small
To being ten feet tall

Refrain



What is “bullying”?

The Department of Education 2011 definition is:

‘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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences...’ ([DfE 2011 Advice: Preventing and tackling bullying – advice for school leaders, staff and governing bodies](#)).

The Anti-Bullying Alliance definition is:

‘Bullying is a subjective experience and can take many forms. Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.’

It is crucial that we make a clear distinction between relational conflict (friendship problems) and bullying behaviour and when bullying becomes a criminal act. It is also important to be aware of the many forms it takes including verbal abuse, non verbal behaviour, ostracism, taking of property and physical assault. In addition to categories listed in the above definitions bullying can also relate to special education needs, disabilities and health issues, appearance, home or social circumstances. Although stopping violence and ensuring immediate physical safety is obviously a service’s first priority, emotional bullying can be more damaging than physical.

For more detailed definitions see **Appendix 1**.

Impacts of bullying

Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem and destroys their sense of security. Bullying impacts on victims’ attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a long-term negative impact on some young people’s lives. At worst, bullying has been a factor in suicide. It is therefore vital to gain more information about those young people who are particularly at risk of bullying so that policy interventions can be based on good evidence and targeted at the right groups.

Bullying of children can happen anywhere. It is known, for example, that children who are badly bullied in school are more likely than others to be bullied both in and out of school. To tackle bullying successfully, the whole community and all services for children and young people need to work together to change the culture so that bullying is unacceptable. For Local Authorities and schools this is a statutory obligation.

Behaviour Management in Schools and Bullying

The Importance of Teaching: Schools white paper, chapter 3 on behaviour (up-dated March 2011) states:

‘For parents and the majority of well-behaved pupils, good behaviour in school is important to their future success. Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying’.

The Preventing and Tackling bullying DfE guidance 2011 states:

‘Successful schools create an environment that prevents bullying from being a serious problem in the first place’

The White paper states the need to protect teachers as well as other pupils from fear of not being safe in schools.

‘For all these reasons, we need to act to restore the authority of teachers and head teachers, so that they can establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems. As a last resort, head teachers need the ability to exclude disruptive children and to be confident that their authority in taking these difficult decisions will not be undermined’.

The White paper states that the Government will:

- Strengthen head teachers’ authority to maintain discipline beyond the school gates and improve exclusion processes
- Expect head teachers to take a strong stand against bullying - particularly prejudice-based racist, sexist and homophobic bullying
- Focus Ofsted inspections more strongly on behaviour and safety, including, bullying, as one of four key areas of inspection.

<http://www.education.gov.uk/b0068570/the-importance-of-teaching/>

This strategy supports all of these documents which require schools to have clear policies in place to deal with poor behaviour and bullying which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly.

See **Appendix 2** - Legislation: a summary.

3. Poole's Vision and Aims

The Aim of the Poole Children and Young People's Anti-Bullying Strategy

This overarching strategy and action plan for Children's Services (schools, other service units and partner organisations) is designed to achieve the overall aim of reducing incidents of bullying in Poole. It should help to inform the further development of schools and other organisations' anti-bullying policies and action plans. It aims to:

- respond to the ongoing concerns raised by children and young people around bullying and personal safety
- support community and school environments to enable young people to learn in safety and to reach their full potential
- provide children and young people with opportunities to take part in the development and implementation of anti-bullying work in Poole
- deliver an effective coordinated response to reducing bullying across Children and Young People's Services, in line with legislation and guidance
- provide an overarching strategic framework in which all agencies and providers will consistently approach the issue of bullying in any service provided to children and young people
- assist agencies to develop a continuing effective response to bullying issues
- assist agencies to develop procedures which will inform residents, parents, carers, children, young people, visitors and staff of action to take if they are concerned about bullying behaviour
- encourage agencies and organisations which have a statutory obligation to have policies on bullying, e.g. schools, to have policies which relate and refer to this strategy
- enable adults working with children and young people to be aware of those particular groups of children who may be targeted or at risk of bullying
- provide links to Government guidance and resource information to inform professionals about roles, responsibilities and the support available to assist them in their duties
- ensure that the strategy and any associated information or documents are easily accessible

These aims are underpinned by the principles set out in the Children and Young People's Plan and expectations of the Bournemouth and Poole LSCB.

Poole Children's Trust Plan for Children and Young People and their Families 2011-2013
- Priority 3 Improving mental health and emotional well-being

- Reduce levels of bullying and ensure children and young people feel confident to tackle bullying when it occurs

Who is the Strategy for?

Tackling bullying is everyone's responsibility.

Bullying can take place anywhere in our community. Tackling bullying is therefore not just an issue for schools alone; it is everyone's responsibility including parents and carers, all

organisations working with children and young people and the wider community. The strategy aims to support a joint approach through partnership work around the Children and Young People's Plan to address bullying wherever and whenever it involves children and young people.

This strategy is intended to benefit Poole children, young people, their families and those who work with them and will set a direction for anti-bullying work for the full range of services in the community including:

- all statutory and voluntary agencies working with children and young people and their families.
- schools, school communities and further education establishments
- settings for children and young people including early years, after school clubs and groups, and youth groups
- local communities and neighbourhoods

The Poole Anti-Bullying Strategy Group

This Strategy Group is responsible for developing the overall strategy and the development and monitoring of an annual action plan.

The Children Act 2004 makes Local Authorities responsible for setting up arrangements to develop a multi agency strategy, policy and practice with regard to bullying.

Who is responsible for delivering the Action Plan?

The Anti-Bullying Strategy Action Plan lists the key priorities. The following list is an indication of the range of people and groups who could be involved at an operational level and, on specific issues, at advisory level in tackling bullying in Poole:

- Anti-Bullying Lead Officer
- Bournemouth and Poole 14-19 Partnership,
- Child and Adolescent Mental Health Services (CAMHS)
- Children and young people e.g Poole Anti bullying alliance, Schools council
- CYP Integrated Services, including Open Access team and targeted supported services, Family outreach workers
- Community Services
- Corporate Equality Officer
- Early Years officers
- Education support services – Education behaviour support/Education welfare
- Educational Psychology Service
- ELSAs (Emotional Literacy Support Assistants)
- Further education colleges
- Headteacher and virtual school for Children in Care
- Local transport operators and school transport
- Minority Ethnic and Traveller Advisory services
- Parents and carers
- Participation Strategy Lead
- Pastoral Care Workers in most schools
- Police including the Safe Schools and Communities team

- Safer Neighbourhood teams
- Schools, all schools including Academies and those in the Private sector
- School nurses
- Social Care (Children in Care, Young Carers, Child Health and Disability team)
- University Research
- Voluntary and community agencies e.g. Space
- Youth offending Service
- Any other organisation, group or individual working with children and young people

Specific agency roles

- Almost all children in Poole attend school and therefore schools can be both the venue for anti bullying activity and the model of appropriate behaviours that will affect children and parents
- Although schools now have powers to deal with bullying which happens outside of school, there is a role for the Community Services team and the Police when bullying takes place in the community. If the matter may be criminal or poses a serious threat to a member of the public the police should always be informed.
- The Police and Children's Services have a role where bullying is particularly serious or persistent and where a criminal offence may have been committed whether inside a school, other organisation or in the community.
- The Safe Schools and Communities team enables community policing to work directly in schools to reduce crime and anti-social behaviour and create safer schools and neighbourhoods. They offer specific training packages e.g. E safety for staff, pupils and parents/carers.
- The Youth Alliance holds an annual Anti-Bullying conference during Anti-Bullying week and the outcomes are fed back to the Strategy Group through the Anti-Bullying Alliance
- The specific grant for the Targeted Mental Health Support in Schools (TAMHS) 2 year project ended in July 2011 and had a very positive evaluation. It has embedded systems of early intervention for children with emerging emotional/mental health needs in 17 schools. The workers can identify bullying or offer support to victims where this has had an impact requiring additional support.
- There are many voluntary organisations and specialist projects both national and local which offer support to victims of bullying and/or training and information in order to help to prevent bullying e.g Anti-bullying alliance, ParentlinePlus, ChildNet international, Space and Rainbow. For full details see **appendix 8**.

All organisations working with children and young people should have their own anti-bullying policy and procedures in line with this strategy.

4. The Poole Strategy

Strategic Priorities and Outcome Measures

Strategic Priority 1: Data Collection

Outcome: Schools and other organisations working with children and young people will record incidents of bullying which will include Prejudice Incidents. The aim of collating and analysing this data centrally will be to:

- Gain a better understanding of the nature and incidence of bullying in Poole in order to focus services accordingly.
- Act as a leadership message that bullying is unacceptable, is taken seriously and will be dealt with
- Demonstrate improved outcomes for children and young people, particularly those who are vulnerable
- Enable collective action to be taken based on trends, hotspots and other analysis
- Enable organisations in the public sector, including schools, to demonstrate their commitment to the Equality Act. This duty requires public authorities to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. (149 of Equality Act 2010)
- Demonstrate transparency and provide data about performance in how bullying is tackled
- Support schools with demonstrating the effectiveness of behaviour management plans as required by Ofsted
- Enable the Sharing of good practice as the process will capture how effectively incidents were dealt with as well as what incidents occurred

The process

- As part of the sign up to the Strategy, schools and other organisations will be requested to collate data in respect of all significant incidents of bullying including all Prejudice Incidents
- There will be a recommended standard form for recording these incidents electronically
- Some schools and organisations will already have their own recording process and this will be acceptable as long as the data is compatible with that of the standard form
- Data will be returned to the Local Authority Community Services team, at the end of each school term
- This data will be used to inform the review of the Anti bullying strategy and for agencies own Anti Bullying policies
- The data will be collated and analysed and there will be an annual report to the Health and Well Being working group
- This information will also be made available to schools, other organisations and to the public via the Family Information Directory and other appropriate sources

Data collected can be used to inform other associated working groups and will be fed back to the LSCB. See **Appendix 4** - Bullying & Prejudice Incident guidance note, flowchart & reporting form .

Strategic Priority 2: Consultation by schools

Outcome: Each school will consult with its pupils regarding their views about bullying and how effectively they think that bullying is being tackled in their school. This may be by the use of the completion of an annual survey on bullying. Their views will be taken account of in the development of policy and practice in relation to anti-bullying. This will lead to better outcomes in relation to how safe pupils feel at school and in their community.

Other organisations would also be advised to consult with their service users on bullying issues.

Key activities will ensure that:

- Schools will engage in a dialogue with their pupils to address their perceptions of behaviour and bullying incidents in their school and how effectively they consider policies to combat bullying have been. This could be via a questionnaire or may be by discussions or special events.
- Information from individual school 'surveys' will be fed back to the anti bullying strategy group and will inform the annual revision of the strategy and action plan
- The Anti-bullying alliance has produced Audit questionnaires for key stage 2,3 and 4 which can be used by schools
www.anti-bullyingalliance.org.uk
- The Poole Anti Bullying Alliance group meetings and annual conference will be the main forums where young people can represent the views from their schools and peers about bullying. This information will be key in informing further development of anti-bullying services in Poole.

Appendix 5 - The Local context

Strategic Priority 3: Participation of children and young people in the Strategy

Outcome: The LA has a strategy for the inclusive participation of children and young people in the development, review and monitoring of the Anti-Bullying Strategy.

"If children and young people are not at the centre of the strategy we will not be getting it right" Participant in the AB Strategy Day 30th November 2010.

This principle needs to enable more children and young people to continue to advise us in relation to anti-bullying work in schools and their wider communities.

Key activities will ensure that:

- The Anti-Bullying Alliance 13-19 years will feed in their views to the strategy group to inform the Poole Anti-Bullying Strategy development, review and monitoring processes.
- Following the launch of the Strategy further work will take place in developing a forum for the 5-12 year olds to participate in an Anti-Bullying group

- the Strategy Includes the wishes of children and young people expressed at the most recent and future Young People's Anti-Bullying Conferences.
- young People will continue to be trained to run workshops for staff that are led by the young people and address issues that concern them.

Appendix 6 - Secondary Schools Council, Post Conference Report 2010 and

Appendix 7 - Poole Anti bullying Alliance Conference 2, November 2011

Strategic Priority 4: Schools' /other organisations work with pupils

Outcome: All schools/other organisations feel confident in implementing the strategy through their own policies which will include prevention and intervention. They will report annually to their governing bodies on data and subsequent action plans.

Although the next section is written specifically for schools, the principles can be applied to other organisations.

4.1 Prevention

- Creating an ethos of good behaviour where pupils and staff treat one another with respect because they know that this is the right way to behave should be a priority. One tool which can be used to assist in this is The Rights Respecting Schools Award (UNICEF) which provides a whole-school framework for improvement based on the rights/responsibilities agenda. www.unicef.org.uk/rrsa
- Schools should aim to be an inclusive and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Schools should proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place e.g. talking to pupils about issues of difference in lessons.
- There should be open discussion about differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, differences in family background e.g. being looked after or a carer. Dedicated events or projects, assemblies, Personal, Social, Health and Economic Education (PSHEE) would be appropriate forums.
- Schools must ensure that all staff are aware of the particular issues relating to children with special educational needs or disabilities, which may lead them to become either victims or perpetrators of bullying incidents. Specialist advice should be sought as necessary e.g. educational psychology. Parents/carers should be involved at an early stage in order to agree on an action plan to prevent an escalation of incidents
- Schools should also teach that using any prejudice based language is unacceptable.
- Social, Emotional Aspects of Learning (SEAL) which is being embedded in Poole schools through structured Schemes of Work such as Primary Rainbow, Secondary: Kaleidoscope could include relevant topics.
- Each school must have its own anti-bullying policy which is clear and user friendly for all pupils, parents and staff. All pupils should know what the school's approach to bullying is and be clear about the part they can play to prevent bullying, including when they find themselves as bystanders. They should know how to recognise what constitutes bullying, how to report bullying, who to go to and feel confident with the

process. Pupils should feel able to report bullying incidents that take place outside of school to someone at school including cyber bullying.

- Anti-Bullying Week in November each year, highlights the anti-bullying agenda with a range of co-ordinated activities across schools. It is also an opportunity for schools to celebrate success in identifying and achieving positive outcomes with incidents of bullying.
- School Councils and the Poole School Council Forum should have anti-bullying as a standing agenda item to develop ideas proactively about reducing bullying, and help to develop their own school's policy and set up projects such as mentoring and buddy schemes

4.2 Intervention

Investigating and responding to incidents of bullying can bring to light additional issues for those involved as a victim, wrongdoer or bystander that need further support to be resolved. Helping children and young people resolve these issues through practical and/or emotional support can be important for them to change behavior in the future and avoid further bullying incidents. This may require referral to external organizations and help lines for some individuals or groups.

Key activities will ensure that:

- The strategy identifies and promotes help lines for children and young people (See **appendix 8**)
- There are a range of access points provided for children and young people to report bullying.
- Counselling/listening services for children and young people are promoted to support their issues around bullying e.g. pastoral workers in schools, CAMHS, Space.
- There are referral mechanisms for emotional and therapeutic support from specialist services e.g. School Nursing, Educational psychology, Children and adolescent mental health services and the voluntary sector where appropriate.
- Schools should consider developing a system to support victims of bullying in school e.g. Independent Listeners and peer mentoring schemes including older pupils and adults other than school staff, to whom victims of bullying may turn.
- There is feedback to the victim and family about what action will be taken in respect of the bully.
- Consideration to be given to the needs of the bully as well as the victim and action taken to address those needs. This may include support and emotional/therapeutic interventions from other agencies
- When incidents of bullying occur, 'schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves'(DofE 'Preventing and Tackling Bullying')
- The victim and perpetrator will both need support. Restorative justice programmes may prove useful. The Safe Schools and Communities team (SSCT) can be involved.

4.3 Review of policy and practice by schools/other organisations

Schools and other organisations will review how effective their policy on anti-bullying is. The Anti-Bullying Alliance has developed two Anti-Bullying assessment tools that can be used by schools and other organisations to undertake an annual review of their Anti-Bullying policy. There is a short assessment tool and a more in-depth tool and both ask organisations to consider the following key elements to assess the effectiveness of their Anti-Bullying policy and strategy at www.anti-bullyingalliance.org.uk

- School leadership
- School policy
- Data collection and analysis
- Prevention
- Responding and intervention
- Involving pupils
- Engaging parents and carers
- Staff training and development

Key activities ensure that:

- The annual assessment is undertaken by key stakeholders in the school and community.
- The information from the ABA assessment or alternative means of gaining pupils views by schools is used as evidence for Section 15 of the 'An Opportunity to Excel' self-review child protection and safeguarding document.
- In 2012, the new Ofsted framework will come into force and will include 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of anti-bullying policies as part of their overall behaviour plans.
- Schools consider their anti-bullying and prejudice incident policy in line with their Equality duties

Strategic Priority 5: Support for parents and carers

Outcome: Parents and carers will be better informed and able to access services to advise them as to how to support their children with bullying issues. Parents/carers views about bullying will be taken account of.

Parents and Carers are the most important people in children's lives and one of the aims of this strategy is to help parents and carers support their children if they are at risk of bullying behaviour. Key partners need to work closely with parents and carers to raise their awareness and understanding of issues surrounding bullying behaviour and to help them support their child.

Schools and other organisations should encourage and enable parents and carers to participate in the resolution of individual cases of bullying and in sharing their views about how bullying in general, can be managed. This may be particularly relevant for parents/carers of children with special educational needs or disabilities.

Key activities will ensure that:

- Parents/carers know that the school/organisation will not tolerate bullying and they need to know the procedure to follow if they are concerned that their child may be a victim or a perpetrator of bullying.
- They feel confident that the school/organisation will deal with the issue sensitively and effectively.
- Parents/carers are informed at an early stage when their child is a victim or perpetrator of bullying. They are invited to participate in planning and undertaking appropriate actions. This will enable them to support their child and to assist the school/other organisation where the incident has occurred, to stop the bullying.
- Parents are enabled to work in partnership with the school to reinforce the value of good behaviour at home.
- All services who work with children and young people will make available to parents their anti-bullying policy. Parents should be advised of who to contact if they are concerned that their child is being bullied or is bullying and must feel confident that this concern will be dealt with sensitively and effectively.
- Schools aim to have their anti-bullying policies on their web site and hard copies available on request.
- Parents are sign posted to specialist advice e.g. Social Care, mental health services, police where relevant.
- Parents should know how to express their views if they consider that a school or organisation is not dealing with a bullying situation most effectively e.g. complaints procedures, Poole Parent Partnership (if a child has SEN), to the Local Authority Community Service Manager or Anti bullying lead, Ofsted and/or in cases where a crime has or might have been committed, to the police.
- Parents are offered support where they are struggling to manage difficult behaviour in the home e.g. use of pastoral care workers, family support workers or Social Care where appropriate.
- Parents know where to go for general or specific advice and should be made aware of the Family Information Service and Family Information Directory as well as specific web sites and/or leaflets about bullying e.g. ParentlinePlus or the Anti-bullying Alliance.
- Raise awareness of the issues around bullying for parents can happen via parents evenings, special training sessions, mail outs and school news letters with relevant articles and advice e.g. E safety
- Parents will be informed of the existence of this strategy via the Parent's Voice forum, Poole parent/carers' special needs forum, school web sites and the Family Information Service.

Strategic Priority 6: Supporting staff with their role in anti bullying

Outcome: Staff will be confident in supporting children and young people with bullying issues which will achieve better outcomes in anti-bullying prevention and intervention.

Key activities ensure that:

- Behaviour and anti-bullying policies are clear to all staff and the ethos of the school needs to be known and signed up to by all members of staff.
- Staff know who the 'champion' for bullying is in their school, who to go to for advice and support when dealing with behaviour issues and bullying incidents.
- Staff are trained themselves before they can teach the children about behaviour and anti-bullying.
- Head teachers and school governors will be responsible for ensuring that all of their staff are aware of Government guidance on behaviour management and tackling bullying, this strategy, the individual school behaviour and anti-bullying policies and how to implement them. Anti-bullying and behaviour management may be the focus for a staff training day on an annual basis.
- Specialist support and training is sought by schools regarding specific forms of bullying e.g. E safety, homo-phobic bullying.
- Staff are made aware of resources on the internet which can help such as those in **Appendix 8**
- Safeguarding staff in CYPSQI provide advice about specific issues or training needs.
- The Safeguarding in Education Officer in CYPSQI will discuss anti-bullying on visits to schools and offer advice.
- Staff are advised as to how to complete data recording in respect of bullying and prejudice incidents
- There will be a conference in the spring term 2012 to share good practice about bullying and behaviour management which will be the main focus for up-dating knowledge about anti-bullying practice. If successful this may become an annual event.
- The Designated Safeguarding person is encouraged to attend the Designated Safeguarding Forum held each term as this will be the key forum for up-dating schools on all safeguarding issues including that of bullying.

Strategic Priority 7: Monitoring, reviewing and evaluating the impact of the strategy

The strategy supports the belief that anti-bullying programmes in schools and the wider communities should be backed by firm evidence of what works in particular circumstances and that programmes should be responsive to new developments.

This will be achieved by improving how we assess the impact of school-based and community based anti-bullying practices and comparing how effective different approaches are at preventing bullying behaviour.

The success of this strategy will be underpinned by our commitment to improving how we all listen to children and young people, parents and carers by encouraging them to: participate in individual reviews undertaken by schools; take part in the Anti-Bullying Alliance; support the roles of parent governors and ensure inclusive approaches and activities that give those members of our communities who historically don't have a voice an opportunity to confidently participate.

Key activities will ensure that:

- We encourage all services for children and young people to monitor and evaluate their existing anti-bullying policies and procedures.
- Schools/organisations should take account of the views of children/young people, parents/carers and staff when reviewing their anti bullying policy. A review should be undertaken annually.
- Individual organisations e.g. schools, provide regular feedback to children, young people, parents and carers on the effectiveness, outcomes and changes to their anti-bullying policies including changes made in response to outcomes from complaints.
- Key partners will use information from individual surveys, consultations and other events as well as analysis of their incident reporting forms to monitor and assess the effectiveness of individual anti-bullying policies.
- Key partners will make their policies more visible by publishing information in newsletters, online, press releases and publicly sharing good practice.
- The Anti-bullying Strategy group in Poole will review the effectiveness of the Strategy annually. Data collection will inform this process. Views will be sought from young people, parents/carers and staff from schools and other organisations.
- There will be an annual report to the Over-view and Scrutiny Committee, Health and Well-being group as well as feed back to the Children's Trust and Local Safeguarding Children's Board

5. Action Plan 2012 - 2014 (Priorities 1 - 7)

Poole Children's Services Anti-Bullying Action Plan 2012 – 2014

The Action Plan is ordered under 7 priorities

1. Data collection
2. Consultation by schools and other organisations
3. Participation of Children and Young People in the strategy
4. Schools'/other organisations' work with pupils
5. Support for parents and carers
6. Support for staff in their role in anti-bullying
7. Monitoring, reviewing and evaluating the impact of the strategy

Priority 1: Data collection				
Outcome	Action	By whom?	By when?	Resources
a) Gain a better understanding of the nature and incidence of bullying in Poole and the effectiveness of different interventions.	Establish a common system for recording bullying incidents including prejudice incidents, in schools and other organisations,	Anti-Bullying Strategy Group in partnership with schools and Poole Heads Association	<p>Launch the data collection system in January 2012 for schools to put into operation from April 1st</p> <p>First data collection with this system: July 2012</p> <p>To be reviewed and rolled out to all organisations from Sep 2012</p>	<p>Anti-Bullying Strategy Group time</p> <p>Lead officer anti-bullying CYPsQI time</p> <p>Admin time to collate top sheets/organise meetings</p> <p>School time</p>
b) LA is aware of trends in bullying incidents in schools, can compare with regional and national data, all of which will inform the yearly action plan	Information collected will be collated and analysed by the LA. (recommendation 2 LSCB Education Group Plan).	Community Services team to collate data CYPsQI to analyse and write reports	<p>Annual review of action plan (summer term)</p> <p>Annual analysis and consideration of data</p> <p>Report to schools annually on LA trends Autumn</p>	<p>Officer time to lead-Community Services team to collate</p> <p>Lead officer anti-bullying CYPsQI to write reports</p> <p>Admin time to produce reports/organise meetings</p>

Priority 2: Consultation by schools and other organisations				
Outcome	Action	By whom?	By when?	Resources
a) Schools will take account of the views of children and young people in developing their anti-bullying policies and practice which should increase their effectiveness	Schools to devise a school survey or other means to consult with pupils on bullying, on an annual basis	Schools School Councils and Young People Forums	Individual schools to provide feed back to anti-bullying strategy group each summer term commencing in summer 2012	School staff time to develop, implement and analyse consultations Officer time to collate and analyse feed back (as above)
b) Other organisations to take account of service user views to make services more effective	Other Children's services to consider and implement ways of collating views from service users	Children's Services partners	Individual organisations to provide feed back to anti-bullying strategy group each summer term commencing in summer 2012	Officer time to collate and analyse (as above)
c) Poole Anti Bullying Alliance and annual Secondary Schools Council's conference will include representative views from schools in Poole	Information gained from bi-monthly meetings and annual conference to be fed into Anti Bullying Strategy Group	Participation lead Secondary Schools Council	Views to Anti Bullying Strategy in summer term – annually	Officer and young people time Budget to run conference (CYPIS)
d) Information provided to parents and carers about individual school and other organisations anti-bullying policies	Individual schools and other organisations advertise their anti-bullying policies e.g. on web sites, parent's evenings	Schools Partners	Spring term 2012	School time and that of other partners

Priority 3: Participation of Children and Young People in the strategy				
Outcome	Action	By whom?	By when?	Resources
a) Children and Young People will contribute to the development of the strategy, ensuring that the strategy takes account of the issues that are most relevant to them.	Anti-Bullying Strategy Group to link to existing participation forums e.g. Anti bullying Alliance Young people's input will contribute to the development, review and monitoring of the Anti-Bullying Strategy	Participation Team CYPIS CYPIS Schools Young People Forums	Start November 2011 ongoing through the cycle of the action plan	Officer Time Young people's time
b) LA and schools promote the role of children and young people in Anti-Bullying work e.g. peer mentoring, buddy systems, peer mediation, running workshops for staff.	Anti-Bullying Strategy Group to link with schools and agencies to promote current and additional provision	Anti-Bullying Strategy Group with partners CYPIS CYPIS Partners	Start November 2011	Officer time
c) LA seeks the views of the 5-12 age group to ensure that anti-bullying work is relevant to and takes account of the views of younger child	To develop a forum or other appropriate means for younger children to feed in their views	Participation team Schools	From January 2010	Officer and young people time

Priority 4: Schools'/other organisations' work with pupils				
Outcome	Action	By whom?	By when?	Resources
<p>a) Positive preventative action will reduce the amount of bullying incidents occurring and help children and young people to feel safer</p> <p>All schools nurture and purposefully develop a safe learning environment and anti-bullying ethos, and provide high quality curriculum delivery on bullying issues.</p>	<p>Ensure the Rights Respecting Schools Award is promoted</p> <p>Support the development of means in school to prevent bullying e.g. PSHE , anti-bullying week, assemblies</p> <p>Engage appropriate organisations to support and offer training e.g. Safer Schools and Communities team</p>	<p>Schools</p> <p>Other organisations</p>	<p>On-going</p>	<p>Staff time</p>
<p>b) Schools and other organisations will be up to date with the most relevant guidance on anti-bullying which will be reflected in behaviour management policies</p>	<p>All schools and other organisations to keep up to date with government legislation about bullying and behaviour management</p>	<p>Schools</p> <p>Officers responsible for:</p> <ol style="list-style-type: none"> 1. The Designated Safeguarding Persons Forum 2. Early Years Forum 3. Headteachers briefings 4. Governors briefings 	<p>On-going</p>	<p>Officer and school time</p>

c) To take action in order to try to prevent bullying occurring	Schools to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring	All school staff Engage appropriate outside agencies to assist (see above)	January 2012	School time
d) Incidents of bullying where a child with SEN or a disability is the victim or perpetrator, are reduced	<p>All schools ensure that a whole school approach is taken to deal with bullying related to SEN and disability</p> <p>School policies have specific reference to the needs of pupils with SEN or disabilities in relation to bullying</p> <p>When incidents occur, specialist advice is sought where necessary</p> <p>Parent/carers should be involved at an early stage in order to agree on an action plan to prevent an escalation of incidents</p>	Head Teachers	September 2012	Officer time

e) All schools feel confident in implementing the strategy through their own policies and report annually to their governing bodies on data and subsequent action plan.	Promote strategy and Government guidance regarding anti bullying. Head teacher with Governors to ensure policy in place and staff able to operate the policy, in line with this strategy and Government guidance	Head Teachers Governors Officer for Governor training	Spring term 2012	Officer and school time Governor time
f) Young people feel safe in school and that when bullying occurs it is dealt with effectively	Clear system of sanctions in place for when bullying occurs; is applied fairly, consistently and reasonably; consideration to be given to the use of restorative justice	Schools Safe Schools and Communities team	On-going	Officer time
g) Children are aware of help lines and services they can access for themselves	Advise young people of relevant help lines and organisations that can support them with anti-bullying issues	Schools Family Information Service Youth workers	Ongoing	Internet access Leaflets
h) Schools and other partner agencies provide access to counselling/therapeutic interventions for children involved in bullying.	Schools to keep up to date with available services. All agencies working with children and young people that provide counselling and therapy keep up to date with bullying issues and are able to respond appropriately.	Anti-Bullying Strategy Group Schools pastoral work School Nursing Targeted services Educational Psychology CAMHS	Autumn 2011 and ongoing	Officer time

i) Schools/other organisations will have effective policies , reviewed annually	Pupil views will be gathered annually about bullying. Account will be taken of Ofsted requirements and Equality duties in relation to anti bullying and reflected in policies	Head teachers Governors	Annually	Officer time Us of appropriate tools e.g. from Anti Bullying Alliance
j) A well-organised support service is available to children in every school to support both victims and perpetrators of bullying behaviours.	Head teachers and governors to audit current provision, identify areas for improvement and consider ways forward, e.g. mentoring schemes, 'champion' staff for anti-bullying	Head teachers Governors	September 2011 start	Officer time

Priority 5: Support for parents and carers				
Outcome	Action	By whom?	By when?	Resources
<p>a) Raised awareness of parents/carers about bullying issues.</p> <p>Parents/carers know who to contact in school or other organisations if they are concerned about bullying</p>	<p>Parents Evenings, newsletters, school websites, special training sessions e.g. E-Safety</p> <p>Representative from Anti Bullying Strategy Group to up date Parents Voice and Parents forum annually</p>	<p>Schools</p> <p>Safe Schools and Communities Team</p> <p>Lead on Anti Bullying Strategy</p>	<p>On-going but further promotion with the launch of the Strategy in January 2012</p>	<p>Internet</p> <p>Leaflets</p> <p>Training session costs</p> <p>Lead Officer time</p>
<p>b) Parents/carers to be well informed about where to do for general or specialist advice about bullying</p>	<p>Advice made available e.g. Family Information Service, bullying advice websites (ParentlinePlus or the Anti Bullying Alliance or other specialist advice)</p>	<p>Schools</p> <p>School nursing</p> <p>CYPIS</p> <p>Family Information Service</p> <p>Libraries</p>	<p>as above</p>	<p>Internet</p> <p>Leaflets</p> <p>Public notice boards in schools and other organisation</p>
<p>c) Parents/carers are able to support their child when a bullying incident has occurred</p>	<p>Parents/carers are informed at an early stage that their child is a victim or perpetrator of bullying. They are invited to participate in planning and undertaking appropriate actions</p>	<p>Schools</p> <p>Other organisations where bullying has occurred</p>	<p>January 2012</p>	<p>Staff and parent/carer time</p>

<p>d) Improved understanding of the particular needs of children with SEN by ensuring and enabling participation of parents/carers</p>	<p>Schools/other organisations to ensure and enable parents/carers to be involved in specific incidents of bullying especially where a child has SEN/disability.</p> <p>To ensure that parents/carers views are taken account of in developing strategies for dealing with bullying especially in relation to SEN/disability</p>	<p>Schools</p> <p>Other organisations</p>	<p>September 2012</p>	<p>Officer time</p>
<p>e) Parent/carer complaints re: bullying are managed consistently and effectively by schools</p>	<p>Schools complaints procedures to include opportunity to raise issues about bullying</p> <p>Parents advised that they can contact Ofsted if not satisfied with schools handling of bullying situation</p> <p>Poole parent partnership (if a child has SEN) LA Community safety manager and/or anti</p>	<p>Head teachers</p> <p>Governors</p> <p>Poole Parent Partnership</p> <p>Community Safety Manager</p>	<p>January 2012</p>	<p>Officer and governor time</p>

	<p>bullying lead can also advise.</p> <p>Police should be involved if a crime has or might have been committed.</p>	<p>Anti bullying lead</p> <p>Police</p>		
f) Advice and support for parents are available regarding behaviour management	<p>Schools and other organisations to refer or sign post parents to appropriate services e.g. Family support workers, Social workers if meets threshold, Family information service, support and advice lines.</p>	<p>All agencies working with parents and carers</p>	<p>Autumn 2011 and ongoing</p>	<p>Officer time</p>

Priority 6: Support for staff in their role in anti-bullying

<p>a) All school staff to be trained in prevention and intervention of bullying</p>	<p>Schools to provide training to staff about bullying so that they are aware of available resources and specialist agencies to assist with their role in bullying</p> <p>To identify an anti-bullying Champion</p> <p>To invite schools and other partners to participate in an annual sharing good practice conference</p> <p>Key staff to be trained in how to complete the bullying/prejudice incident recording form</p>	<p>Schools and other partners</p> <p>Lead Officer for Anti-bullying and Anti-bullying Strategy group</p>	<p>Ongoing</p> <p>Spring term 2012</p>	<p>Officer and school time</p> <p>Conference costs</p>
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Priority 7: Monitoring, reviewing and evaluating the impact of the strategy				
<p>a) The number of bullying incidents will decrease each year.</p>	<p>Using a clearly defined monitoring process, using data (see data collection) collected annually the Anti-Bullying Strategy Group will report on bullying trends.</p> <p>Views will be sought from young people, parents/carers and staff from schools and other organisations</p> <p>The Anti-Bullying Strategy Action Plan will be reviewed annually</p>	<p>Anti-Bullying Strategy Group</p>	<p>Start process September 2011, first reports Summer 2012</p>	<p>Officer time</p>
<p>b) The number of reported incidents of bullying and prejudice incidents will increase</p>	<p>Increased reporting mechanisms which will include effective outcome recording. This will help inform practice and target service delivery</p>	<p>Schools</p> <p>Community Services Team</p> <p>Anti Bullying Lead Officer</p>	<p>Summer 2012</p>	<p>Officer time</p>

<p>c) The Anti Bullying Strategy Group will take account of changes individual schools and other organisations make to their own anti bullying policies when revising the strategy.</p>	<p>Schools and other organisations to provide feedback to the Anti Bullying Strategy Group about changes in their individual anti bullying policies including changes made in response to complaint outcomes</p>	<p>Schools Anti Bullying Strategy Group members</p>	<p>Summer 2012</p>	<p>Officer time</p>
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6. Appendices

Appendix 1 - Definitions

Types of bullying behaviour

Direct bullying takes place between the victim and the perpetrator.

Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim.

Bullying behaviour can take many forms including:

Verbal - Name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule

Physical - Unprovoked assaults such as prodding, pushing, hitting or kicking, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons

Social - Humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor

Non-verbal - Staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion or personal space, silence, spitting, stalking, refusing to touch, playing mind games

Provocative - Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda

Other - Extortion- blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours

Categories of bullying behaviour

Bullying related to race, religion or culture

Racist bullying can be defined as 'A range or hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. Bullying Around Racism, Religion and Culture:

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. 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) or disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers.

Children and young people with special educational needs 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. Bullying involving children and young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common.

Additional forms include:

- Manipulative bullying, where the perpetrator tries to get the victim to act in a certain way – do something they should not do – when they may not be able to recognise that they should not do this
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sounds
- Conditional friendship where the victim is ‘allowed’ to be in the friendship group only on certain conditions. These are intended to get the victim into trouble or to humiliate them and may put the victim in danger
- Children with disabilities also report persistent, seemingly ‘low level’ bullying from which there is no let up. Eventually the victim ‘snaps’. This is commonly seen among children on the Autistic spectrum. They can become uncontrollably angry when this occurs
- Among children with disabilities of various kinds a hierarchy can develop based on skills. Bullying can occur within such hierarchy. For example the sighted may bully the unsighted
- There are typically high levels of bullying between children with emotional and behavioural difficulties, as well as bullying of them by other children
- Young people with disabilities report being bullied in the street, on the bus, in shops or at college.

Prejudice against them is evident in the primary years and is resistant to change in the secondary years.

In a Mencap survey, 8 out of 10 children with a learning disability had been bullied, and 6 out of 10 said they had been physically hurt by bullying. Eight out of 10 were scared to go out because of bullying. Possibly the most worrying aspect of the survey is that 100% of the young people said that telling an adult made no difference to their experiences.

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 or facial disfigurement, 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. Obvious signs of affluence (or lack of it), can also be exploited.

Sexual, sexist and transphobic bullying

Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. 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, badges and clothing, circulation of inappropriate material of a sexual nature may be used. In its most extreme form it can lead to sexual assault or rape. Bullying can link sexual bullying to domestic violence.

(go to www.bullying.co.uk for more information)

Transphobic bullying refers to bullying because someone is, or is thought to be, transgender. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Homophobic bullying

Homophobic bullying is bullying related to sexual orientation. Evidence of homophobic bullying suggests that young people who are lesbian, gay or bisexual (LGB) 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.

Prejudiced based language is unacceptable and therefore the term 'gay' as an insult is unacceptable and should always be challenged.

Bullying of young carers or children in care, 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. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in *Looked After Learners: A Practical Guide for School Governors*.

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 e.g. 'Supporting pupils who are young carers' from the Children's Society at www.youngcarer.com/pdfs/nateducation07.pdf.
www.childrenssociety.org.uk/
www.carers.org/

Environmental and family influences

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. There are clear links between bullying and domestic abuse as both involve an abuse of power by the perpetrator. Sometimes children in domestic abuse situations can model the behaviour of the perpetrator and can become bullies themselves or be bullied. Bereavement or the experience of being part of a refugee family are other instability factors and could mean a young person is more susceptible to bullying. Siblings of vulnerable children may themselves be the subject of bullying by association.

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% 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.

Appendix 2 - Legislation: a summary

The following provide the legislative framework for anti-bullying strategies and policy:

- Race Relations Act 1976
- UN Convention on the Rights of the Child 1989
- Crime and Disorder Act 1998
- Schools Standards and Framework Act 1998
- Race Relations Amendment Act 2000
- Fostering Services National Minimum Standards 2002
- Children's Homes National minimum Standards 2002
- Criminal Justice Act 2003
- Anti-Social Behaviour Act 2003
- The Children Act 2004
- Disability Equality Duty 2005
- Education Act 2005
- Education and Inspection Act 2006
- Racial Hatred Act 2006
- Gender Equality Duty (GED) and Schools 2007
- Equality Act (Sexual Orientation) Regulations 2007
- Malicious Communications Act 1988
- Equality Act 2010
- The Education and Inspections Act 2010
- Preventing and tackling bullying DoE 2011

Summary of current legislation around Anti-Bullying work

The Education and inspections Act 2010 Section 89

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- gives head teachers the power to regulate pupils behaviour when they are not on school premises or under the lawful control of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops or in a town or village centre.

www.legislation.gov.uk/ukpga/2006/40/section/89

The Equality Act 2010

It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

www.legislation.gov.uk/ukpga/2010/15/contents

HUMAN RIGHTS ACT 1998

Bullying is a children's rights issue and children's rights approaches have a significant role to play in tackling the problem of bullying behavior.

The Human Rights Act gives further weight to the rights and freedoms guaranteed under the European Convention on Human Rights and incorporate the United Nations Convention on the Rights of the Child (UNCRC) 1989.

www.legislation.gov.uk/ukpga/1998/42/contents

Children should be involved in drafting the Anti-Bullying policy, monitoring its use and evaluating its effectiveness. Involving children in this way is compatible with the children and young people's right to participate under Article 12 and the right to be protected from harm under Article 19 of the United Nations Convention on the Rights of the Child 1989.

This strategy has been written within a values framework that acknowledges the rights and responsibilities of children, young people and adults. It is based on the following principles:

- an entitlement for children and young people to appropriate and balanced education and support
- the right of all to learn in a safe and supportive environment
- the right of all to access helping services
- the right of all to accurate information
- the right of all to participate and to be consulted
- the right of children and young people to hold their own views and to make their own decisions in an age appropriate way.

The Children Act 1989

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

www.legislation.gov.uk/ukpga/1989/41/contents

Criminal Law

- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986

If staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Preventing and Tackling Bullying: Advice for school leaders, staff and governing bodies DoE 2011

- Produced to help schools prevent and respond to bullying as part of their overall behaviour policy
- To understand their legal responsibilities
- To understand the Department of Education's approach
- Replaces previous advice – Safe to Learn: embedding anti-bullying work in schools

www.education.gov.uk/publications/standard/AllPublicationsNoRsg/Page1/DFE-00062-2011

DfE Guide for heads and school staff on behaviour and discipline

This guide provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. The purpose of the document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school. This guide replaces the 'School discipline and pupil behaviour policies – guidance for schools'.

www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-staff-on-behaviour-and-discipline

Ofsted Inspections

The Importance of Teaching: Schools White paper states that:

- Ofsted inspections will focus more strongly on behaviour and safety which will be one of the four areas that inspectors will consider in the future
- Inspections will consider whether pupils are and feel safe in school
- 'It is particularly important that pupils are protected and feel safe from bullying in the playground and corridors as well as in the classroom.' (3.23)
- Inspectors will look for evidence of how much bullying there is in school and how well it is dealt with.

www.education.gov.uk/schools/teachingandlearning/schoolswhitepaper/b0068570/the-importance-of-teaching/

Appendix 3 - International and National Research and Resources

There has been a significant amount of research and investment in recent years in the development of resources to support anti-bullying in both schools and the wider community.

General Research into Bullying

Although commissioned by the previous administration and now replaced by DfE guidance, *Safe to Learn* is a full suite of resources to support anti-bullying in schools. It incorporates information and advice on anti-bullying in schools. Safe to Learn: Homophobic bullying can be found at:

www.schools-out.org.uk/classroom/wp-content/uploads/2011/06/DCSF-

Resources for schools on preventing and responding to sexist, sexual and transphobic bullying (published December 2009) includes the law, policy and guidance for schools and can be found at:

webarchive.nationalarchives.gov.uk/20091205085443/teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/sexistsexualandtransphobicbullying/

Cyberbullying also forms part of these resources and can be downloaded from:

www.digizen.org/downloads/CYBERBULLYING.pdf

Information for schools about bullying involving children with SEN can be found at:

www.education.gov.uk/childrenandyoungpeople/sen/sen/guidance/a0013144/sen-toolkit

Recognising that bullying does not happen just in schools, but can happen anywhere, the Safe from Bullying resource pack supports practitioners to tackle bullying in FE colleges, play and leisure provision, youth activities, children's homes, extended services in and around schools, journeys around the community. There are also resources for LAs and other strategic leaders on reducing bullying in the community and a suite of training resources. For the training resources for tackling bullying outside schools, see the following link:

www.education.gov.uk/publications/eOrderingDownload/Safe_from_Bullying-LAs_Leaders.pdf

A research brief from the National Centre of Social Research found that the reporting of bullying was much more prevalent on the younger age group. 47% of young people reported being bullied at age 14; this decreases to 41% at age of 16. Young people who had been bullied at the ages of 14 or 15 had a significantly lower Key Stage 4 score (13 points) than those who hadn't been bullied. They were also less likely to be in full time school at age 16 and more likely to be NEET, than those who had not been bullied.

www.education.gov.uk

On 8th December 2009, a new internet safety strategy, '*Click Clever Click Safe*' was launched to help children and young people stay safe online. There is also a Green Cross Code for internet safety, '*Zip it, Block it, Flag it*' for retailers, social networking sites, schools and charities, launched in February 2010. The strategy outlines how government, industry and charities will work together to keep children and young people safe online.

clickcleverclicksafe.direct.gov.uk/index.html

Pupils can see and share tips on how to deal with mobile phone, text or online bullying at www.txtup.co.uk/tips/popular

Research into Internet Safety and Cyberbullying

From September – November 2009, the South West Grid for Learning undertook research in partnership with the Centre for Security, Communications and Networks Research, University of Plymouth to better understand the ways young people from 11 to 18 use mobile and internet technology to share files among friends. In particular the research focused upon the practice of “sexting” – the sharing of explicit images electronically.

Key findings of the survey are:

- Young people are very confident in the use of digital technology to take and distribute images. 79% of respondents saying they used such digital technology to take images and videos, and 78% said they distributed them
- Young people’s attitude toward what might be considered an inappropriate image may differ somewhat from the adult population, with 40% not seeing anything wrong with a topless image, and 15% not taking issue with naked images
- 30% of young people knew people who had been adversely affected by sexting.

www.swgfl.org.uk/staying-safe/sexting-survey

Research into Homophobic bullying

Homophobic bullying is endemic in Britain’s schools. Stonewall research conducted in 2007 demonstrated that almost two thirds of lesbian, gay and bisexual pupils in secondary schools have experienced homophobic bullying. However, in schools which say homophobic bullying is wrong, gay young people are 60% more likely to have been bullied. Nine in ten secondary schools teachers and more than two in five primary school teachers (44%) say children and young people, regardless of their sexual orientation, currently experience homophobic bullying, name calling or harassment in their schools.

Secondary school teachers say that homophobic bullying is the second most frequent form of bullying (happening ‘very often’ or ‘often’) after bullying because of weight and three times more prevalent than bullying because of religion or ethnicity.

www.stonewall.org.uk/education_for_all/research/2731.asp

Stonewall’s Challenging Homophobic Language Education Guide can be downloaded at:

www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4006.asp

Educational Action Challenging Homophobia (EACH) is based in Bristol and provides training, advice and a helpline for young people experiencing homophobic harassment and bullying.

www.eachaction.org.uk action line: 0808 1000 143

Research into bullying of children with Special Needs

The Lamb Inquiry: Special Educational Needs and Parental Confidence, published on 16th December 2009, highlighted the high levels of persistent absence and exclusions for children with SEN. In particular, pupils' self-assessment in the Tellus survey indicates that 48% of pupils had been bullied and 61.4% of pupils with a learning difficulty had been bullied. Among the recommendations, Brian Lamb includes 'the DCSF reviews the effectiveness of a range of approaches to preventing and tackling bullying of children with SEN and disabilities and invests further in those with the most impact.' In addition, he recommends 'the DCSF commissions the National Strategies to promote disability equality schemes as a vehicle for working with disabled pupils to identify and address bullying'.

www.education.gov.uk/childrenandyoungpeople/sen/sen/types/a0063735/lamb-inquiry-special-educational-needs-and-parental-confidence

Appendix 4-Bullying & Prejudice Incident guidance note, flowchart & reporting form

Completing a Bullying and/or Prejudice Incident form – guidance note

What is bullying?

“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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.” (DfE 2011 Advice: Preventing and tackling bullying – advice for school leaders, staff and governing bodies).

What is a prejudice incident?

This is an incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.

The characteristics that are covered are age, disability, gender, race, religion or belief, sexual orientation and transgender people.

Why is it important to record and monitor incidents?

- Gives a strong leadership message to the whole school/organisation that bullying is unacceptable, it is taken seriously and will be dealt with
- Reduces the sense of fear, isolation and intimidation of children and young people, especially with prejudice incidents where the impact of bullying can be even greater
- Demonstrates improved outcomes for children, particularly for vulnerable children and young people
- Assists in the ability of professionals to work cohesively and effectively
- Enables collective action to be taken based on trends, hotspots and other analysis
- Builds sense of cohesion across the whole community

What should you record?

The attached form has been developed in order for you to inform the authority of any bullying incidents, including prejudice incidents, and would be the ideal means of communication. It includes all the essential aspects needed for a record of bullying, particularly any serious incidents of bullying that you wish to bring to the attention of the borough.

NB: All prejudice incidents and the action taken to resolve them should be recorded.

Section 1 asks for information about the incident - who, what, where, how often the incident(s) happened. It is recommended that this includes an account of the incident by the child or young people about what happened to them. This can be attached to the incident form.

Section 2 asks about follow up action and the review process. There is a checklist for actions that may be taken with regard to the individuals but please include wider actions that you need to take, e.g. to change policy or procedures or change practice so it doesn't happen again for other children. You may need to talk to other partners about this as it may impact on them too.

This said, we acknowledge that many organisations have systems in place that can be used alongside that of the authority. Below you will find a check list that you can apply to your own recording document in order to ensure it fulfils the minimum requirements.

Essential	Desirable
Name of the main perpetrator(s) and victim(s)	Name of other people involved
Ethnic background of perpetrator(s) and victim(s)	
DOB of the main perpetrator(s) and victim(s)	Some measure of the seriousness of the involvement of perpetrators
Date of the incident	Date of follow up interviews
Location of the incident	
Nature of the incident to include; Bullying Racist Incident Other prejudice incident Physical Abuse Verbal Abuse Threat of violence Extortion e-bullying Harassment Damage to property	Nature of the incident to include; Bullying by excluding To Staff or students To Staff or students To Staff or student Insolence Defiance
Outline of the incident	Account of the incident Account from the perpetrator Account of the victim
First or repeat incident	Frequency of incidents
Actions taken	Follow up actions
People informed of actions	
Parental contact means (e.g. called home, wrote home)	Other support offered to families
Other agencies informed	

Where to go for support?

A range of support and advice is available to help tackle bullying. You should start with your school or service's Designated Safeguarding lead.

Bullying – Julie Murphy, Quality Assurance of Safeguarding in Education and other Children's Settings, Children and Young People's Strategy, Quality and Improvement on 01202 633694, 07779880331 or email: juliemurphy@poole.gov.uk

Prejudice Incidents – Ian Cooke, Housing and Community Services on 01202 633516 or Sue Newell on 01202 633516.

Schools'/organisations complaint procedures should be used if it involves a complaint against service or if its about an employee HR processes should be invoked. These should still identify prejudice if necessary.

Where and when to send a copy of the forms?

- A copy of this form should be sent to the Community Services Team at the Borough of Poole as and when you complete them. These will be requested from schools each half term via the E-comms newsletter.
- The data will be collated and analysed and there will be an annual report to the Health and Well Being working group of the Over-view and Scrutiny Committee. Anti-bullying practice will also be monitored by the Children's Trust Governance Board, Local Safeguarding Children's Board (LSCB) and the Corporate Equality Officer.
- Data collected by individual schools will contribute to the school's evidence for Ofsted of compliance with behaviour management and anti-bullying practice guidance and can also contribute to demonstrating compliance with the Equality Duty (149 of Equality Act 2010)

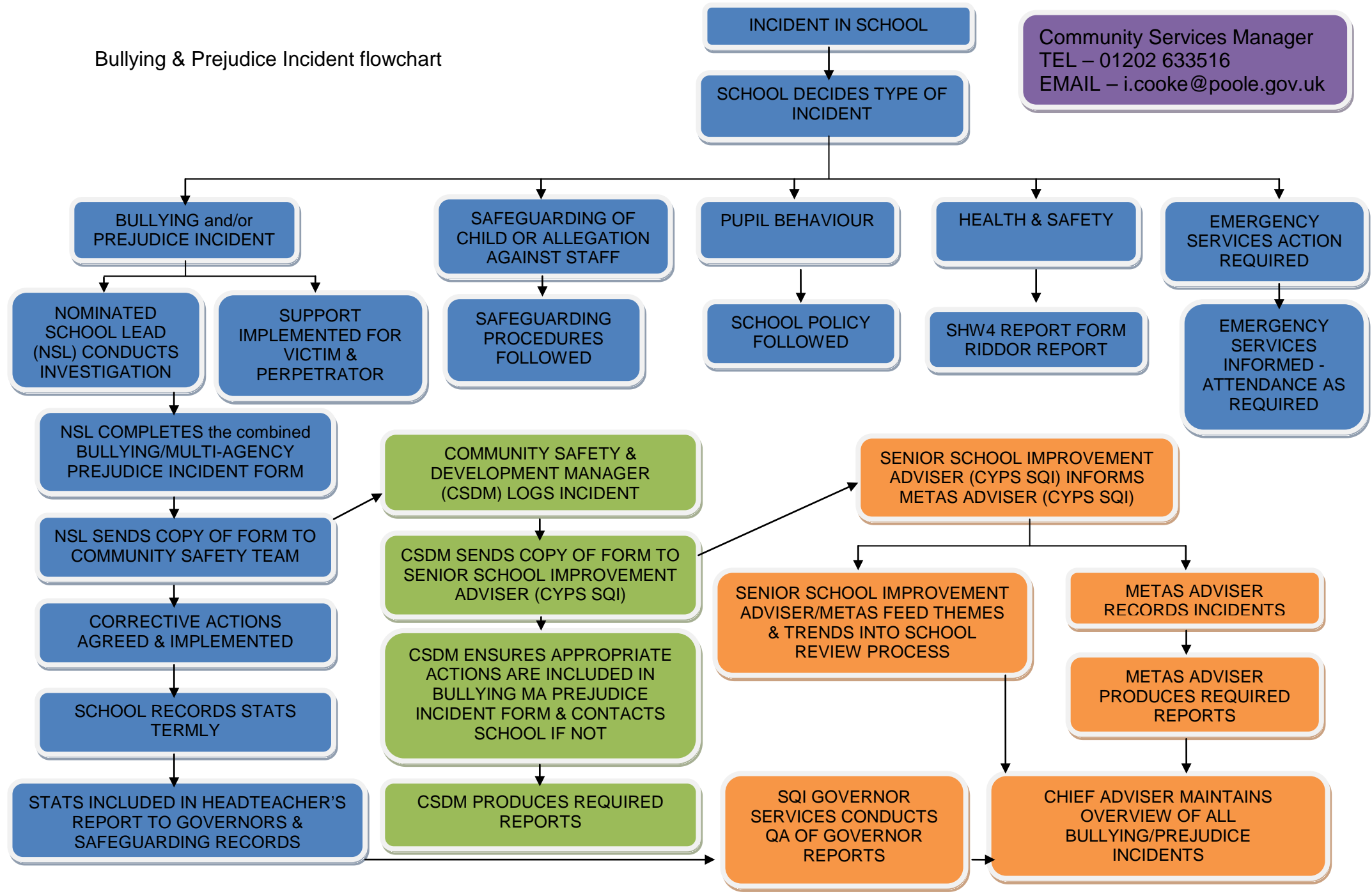


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Bullying & Prejudice Incident flowchart

Community Services Manager
 TEL – 01202 633516
 EMAIL – i.cooke@poole.gov.uk



*Please note that the form in this document is for display purposes only. The actual reporting form is an excel spreadsheet with drop down options to facilitate data collation and analysis.

Bullying and/or Prejudice Incidents Reporting Form

If someone perceives themselves as being bullied - then they probably are

Section 1: About the Incident

Date report filed:		Name of person reporting incident:	
Name of person being bullied		Date, time and location of incident	

Details of people involved

Name	Age	Gender	Ethnic origin	In care	Other	*Role	**Level of involvement (Please select from drop down list)

* Role: victim, perpetrator, accomplice, other (write in)

**Levels of involvement: 1 = very involved. 2 - involved. 3 = slightly involved. 4 = only indirectly

Details of incident Tick as appropriate

<input type="checkbox"/> Physical aggression	<input type="checkbox"/>	<input type="checkbox"/> Damaging or taking possessions	<input type="checkbox"/> Email
<input type="checkbox"/> Deliberately excluding	<input type="checkbox"/>	<input type="checkbox"/> Spreading nasty rumours/nasty notes	<input type="checkbox"/> Social Networking site
<input type="checkbox"/> Name calling / teasing	<input type="checkbox"/>	<input type="checkbox"/> Extortion	<input type="checkbox"/> Prejudice*** (Please select from drop down list)
<input type="checkbox"/> Threat / coercion	<input type="checkbox"/>	<input type="checkbox"/> Texting	<input type="checkbox"/> Other

*** Prejudice: Race, Disability, Faith/Belief, Homophobia, Transphobia, Sex, Age, Other (write in)

Frequency and duration of bullying behaviour Tick as appropriate

<input type="checkbox"/> Once or twice	<input type="checkbox"/>	<input type="checkbox"/> Persisting throughout 2 months
<input type="checkbox"/> Several times each week	<input type="checkbox"/>	<input type="checkbox"/> Persisting for more than a year

Other notes on the incident (including where it happened, any relevant previous behaviour and occurrence outside school)

(Please continue on a separate sheet and attach account of incident by the child or young people affected)

Section 2: Action Taken

Check List Tick as appropriate

- | | | | |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | Checked for incidents involving same person | <input type="checkbox"/> | Follow up date set |
| <input type="checkbox"/> | Notified parents/carers | <input type="checkbox"/> | Action agreed with victim (including support) |
| <input type="checkbox"/> | Individual discussions with people involved | <input type="checkbox"/> | Action agreed with perpetrator (incl. sanctions) |
| <input type="checkbox"/> | Discussion with group of people involved | <input type="checkbox"/> | Notes and other comments are attached |

Other actions (written in)

- | | | | |
|--------------------------|---|--------------------------|-------------------------------------|
| <input type="checkbox"/> | Medical treatment required | <input type="checkbox"/> | Referred to other agencies/ who |
| <input type="checkbox"/> | Police / Safe School and Communities Team involvement | <input type="checkbox"/> | Specific report from staff attached |

Details of action and outcome agreed with people involved (including parents/carers)

Completed by:		Date:		Checked by:		Date:	
---------------	--	-------	--	-------------	--	-------	--

Follow up review dates and interventions

Outcomes of follow up and further actions taken

Has the bullying stopped?	Y/N	Date:	
---------------------------	-----	-------	--

Who	What	When	Outcome
-----	------	------	---------

A copy of this form should also be sent to the Community Services, Borough of Poole, Housing and Community Services, Civic Centre, Poole, BH9 1JA - (01202) 633516 or communitysafety@poole.gov.uk

Appendix 5 - The Local Context

What do we know about bullying behaviour in Poole?

Poole Schools' Anti-Bullying Survey

Schools were invited to take part in the annual Local Authority's (LA's) anti-bullying survey to show the perceptions of young people around the frequency, nature and types of bullying and their knowledge and understanding of their school's anti-bullying policies and practices.

Analysis of these surveys enabled schools to identify the impact of their practices, offer a comparative set of data from schools across the authority and develop actions which need to be taken to further reduce incidents of bullying.

The results of the surveys over the three years 2004-07 show an improving picture in terms of the reduction in the number of repeat incidents of bullying, from:

61% 2004/05
35% 2005/06
18% 2006/07

More children and young people were reporting that they had only been bullied once in the current school year and there is an increase in the numbers who feel they know what is in their school's anti-bullying policy.

The work that schools are doing to reduce bullying is beginning to have an impact and this strategy aims to support schools even further.

Tell Us Survey

We currently do not feel this survey is a reliable source of data as very few Poole schools participated in it and it will no longer be used as a measure of children and young people's experiences in school.

We know that locally and nationally a third of children and young people have experienced some form of bullying in schools. This strategy aims to improve the percentage of children and young people reporting they feel safe in school and that their schools deal with bullying very well.

Joint Area Review (JAR)

Joint Area Reviews were an external evaluation of how well children's services met all outcomes. The JAR acted as a comprehensive assessment of the impact of services on the well-being of children and young people within a local area.

The Poole JAR Inspection in 2008 found:

18. "Most children feel safe and the arrangements for safeguarding children and young people are good overall."
22. "Most children and young people feel safe in their homes, schools and the local area."
24. "Stamping out bullying, both in and out of school, is a priority in the CYPP. Over 1300 children participated in the most recent local anti-bullying survey. Responses indicated a clear downward trend in the number of repeated incidents of bullying. Most young people are aware that their school has an anti-bullying policy and there is effective support in place for young people who are victims of bullying, including peer mediation and pastoral support. Good support from the police helps children and young people protect themselves from cyber bullying and some schools run e-safety courses for staff and parents. School inspection findings found all schools enabled learners to stay safe."

The Strategy will identify the systems that will be in place to gather evidence of impact from a variety of sources to be reported to the Poole Children's Trust on an annual basis.

Secondary Schools Council Post Conference Report 2010 “Tackling bullying together”

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Poole Anti Bullying Conference 2010

The context

The Annual Anti- Bullying conference was held on the 19th November as part of the National Ant-Bullying Week. Each year secondary schools councillors are invited to come along to the Civic Centre and share their hopes, fears and concerns in relation to tackling and overcoming bullying. The event was attended by 9 schools and we had 34 YP in attendance. (See details on page 9)

The Agenda for the day

Date 19th Nov 2010

10.00 am: Arrivals - participants

10.15 am: Intros and domestic arrangements

10.30 am: Tell Tale Theatre- “The Island”

A participatory form of theatre whereby the participants make up a story through a simple question and answer process then act it out.

11.30 am Break and refreshments

11.45 am Group work – ice breaker- sharing stories – identifying key themes and Messages around action points to tackle bullying

12.30 am Lunch.

01.00 pm Group work to bring together action points, plans key themes, Messages and presentations

01.45 pm Feedback to Invited guests

02.45 pm next steps and close

3.00. pm Depart



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Workshop process

The young people were divided into 6 small groups, ensuring a good mix of from the different schools enabling them to identify common ground and consensus as to what areas and issues around bullying that they wanted to focus on.

Each group was facilitated by a worker from the participation project group or youth work team.

The aim of the workshop was to seek solutions to the issues identified and create action plans or recommendations for adults and young people to take forward.

Workshop outcomes T shirt messages



What do you want decision makers to hear

What actions can we take

What do you need decision makers to hear

Workshop sheets (examples)



Young people told us what they think using creative mediums

Poem

When I was bullied and pushed around
I couldn't even make a sound.
Now I am free, they have let me be,
I am a person you cannot foresee.
Even when they made me cry,
I'd sit in the corner and wonder why.
I felt my strength fade away,
as they bullied me more everyday.
You'll never know what I went through
for my existence is no longer with you

Female 14

One group put forward this model for peer mentors

Peer Mediation a model to share

How it's promoted

Mediators in your year
Introduction to new student group
Year wide assembly
Mediators linked to tutor groups

Who is it for?

Younger students
Someone who has problems and needs someone to talk to

What it is for?

Fall outs between students

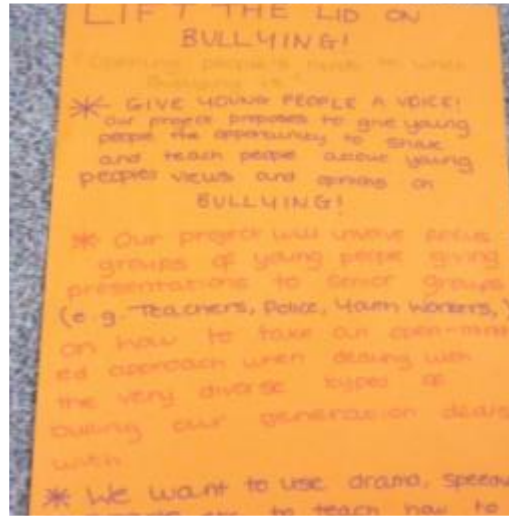
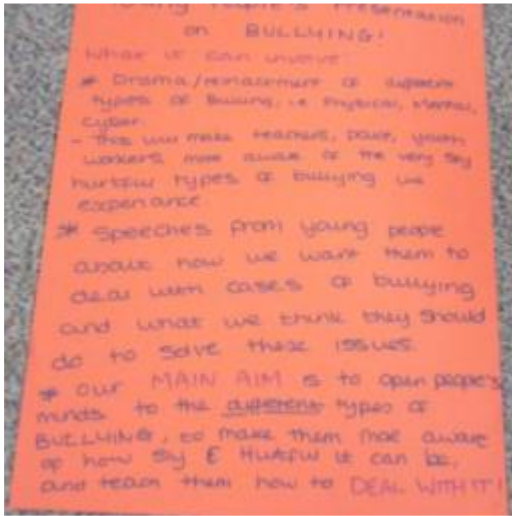
How it works

- Student approaches mediator or is referred by staff
- Both pupils come to session - are introduced to mediator and their role
- Emphasis on confidentiality
- No taking sides
- Helps solve the problem
- Each student recounts event and how they felt
- Victim asked what they'd like to do
- Realistic and achievable goals set to repair damage and prevent reoccurrence
- Outcome of session recorded, and another session scheduled as a follow up
- Any concern reported to staff if demand necessary

Who they are?

Someone you can trust and talk to
On duty break and lunch – trained
Older students with a 2 year age gap

One group's project plans.



A project whereby young people want to do presentations to key adults in relation to how they feel they should deal with bullying. Along with this some kind of training/workshops for young people to deliver to adults.

Young people at the conference raised the following:

Key messages	Action	Predicted Outcomes
<p>Some young people felt that their school was not listening to them Bullying incidents had a huge impact for them as individuals and sometimes it felt that school did not understand this.</p> <p>Sometimes it feels that schools do not acknowledge when bullying occurs.</p> <p>Sometimes young people that schools do not focus the needs of the individual</p> <p>Young People consider that time and resources allocated to pastoral care should match those dedicated to academic work</p>	<p>Report from conference to be widely distributed including Head teachers, Chair of Governors and designated teachers (safeguarding)</p> <p>PABA to prepare a feedback workshop to the Designated teachers meeting in Feb 11</p>	<p>Adults in schools to discuss the key messages from the conference.</p> <p>Children and young people to be confident that they will be listened to, heard and responded to by staff in schools, through named staff using a clear shared policy, specifically to be clear on how/when/where to contact staff.</p> <p>School policy supported by recording and data analysis which involves pupils and record impact of interventions.</p> <p>Children and young people will feel supported and more confident to express them selves</p> <p>Schools to be clear to Children and Young People what resources are available to respond to bullying and to support/action that is monitored</p>
<p>Peer mediation works for younger age groups particularly if older young people support younger children</p>	<p>Schools to be invited to share successful projects.</p>	<p>Promotion of Peer Mediation projects; potential for expansion</p> <p>Young people to be at the heart of planning and delivery of new projects</p>
<p>Give Young People a voice – It's our turn</p> <p>Need for dialogue with adults</p>	<p>Schools to take young peoples voice seriously and develop mechanisms that will allow pupil voices to be heard and acted upon</p> <p>CYPIS to support the ongoing development of the anti bullying</p>	<p>School's anti bullying strategies to be reviewed according to their policy review timetable</p> <p>Key messages from the conference to be brought together to be a part of the young people's Anti Bullying Action Plan.</p> <p>Young people to be integral to the development of the Anti – bullying strategy in Poole</p>

	<p>alliance 13-19s (PABA)</p> <p>PABA to be integral to any Strategies and action plans that are developed in Poole</p>	
<p>If young people wish to develop particular projects regarding anti bullying these are supported</p>	<p>P.A.B.A to continue to meet and monitor actions and impact</p>	<p>Outcomes from to be shared at next Anti-Bullying Alliance Forum</p>

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Group facilitator's - messages received

- Peer Mediation – working well in some schools
- Feeling that some schools in particular 'play down' incidents of bullying for fear of tarnishing reputation of school
- Feeling from some that schools don't use appropriate punishment, tougher sanctions called for from some of the group.
- Schools should invest as much in pastoral care as they do in the academic side of the school.
- Need for confidentiality in reporting process as without it fears could be increased.
- Group keen to be able to trace recommendations made at ABA conference, with possible feedback to participants/next years conference on any progress made as a result of the ideas put forward
- Thought needs to be given to how/when/where young people can report bullying – some schools using open processes that leave 'reportees' potentially vulnerable
- Teachers/police (authority figures) didn't fully understand the current culture of bullying and so weren't able to provide the support the young people wanted or in the format they wanted. Youth workers more in tune.
- The words, confidence and power arose a lot in the discussions as to the reasons the group felt people bullied others.

Group Facilitators

Peter Cooper, CYPIS

Rebecca Lucas CYPIS

Colin Dutfield CYPIS

Neil Poulton CYPIS

Gemma Wilton leisure services

Youth centre contribution to the conference.

Limelights youth club produced a display on cyber bullying
Information by request



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Schools in attendance and School years

School year	6	7	8	9	10	11	12	13	Total
Ashdown Technological College				1	2		1		4
Broadstone Middle School	1	2							3
Carter Community School			2						2
Corfe Hills School						2		1	3
Parkstone Grammar School				1	1	2	1	2	7
Poole Grammar School			1	1	1	2			5
Poole High School			1	1	1		2		5
St Aldhelms Academy			1	1	1				3
Winchelsea School	1			1					2
Total	2	2	5	6	6	6	4	3	34

To Conclude

The conference was well attended and the young people worked hard to focus and identify, key themes and messages for adults to listen to and act upon. The young people confirmed that they wanted to be part of delivering the solution to bullying especially in school. The enthusiasm was infectious and as you can see although the key messages were hard hitting there were some concrete action points which could deliver positive outcomes.

Next Steps

- Report to be distributed Jan11
- Ongoing recruitment to PABA, publicise PABA meeting (second Tuesday of the month 7pm in the Civic Centre.
- PABA to prepare action plan based on Conference report by Feb 11
- Young People to deliver a conference feedback workshop to the Designated Teacher Forum Feb 11
- Conference Report and Action plan to be discussed at Secondary Schools Council meeting. Spring Term 11

Peter Cooper
 Co-ordinator 13 – 19 Participation
 Dec 10



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The Annual Secondary Schools Councils Forum Anti bullying Conference– November 25th 2011

Stop and think - Words Can Hurt

Forty young people from 9 secondary level schools worked together to explore this years anti-bullying theme. Work carried out by the participation team and youth centres were displayed at the event, Quay advice in a very lively day at the Civic Centre. In the afternoon there were a series of very lively and powerful presentations as a form of feed back to invited guests including the local MP, Elected Members of the Council, school staff and Officers of the Council.

The theme of anti-bullying week and the Conference was 'stop and think - words can hurt'. Adults usually see physical bullying as the worst form of bullying but for young people, words can be equally or more damaging to their self esteem and make them feel un-safe at school or elsewhere.

Why can't I be a happy learner?

Why am I sitting home afraid to go to school when the bully is going to school?

Where does bullying happen?

- In school (breaks, on the way home)
- Cyber (mobile phones)
- Clubs (youth/sport)
- Streets
- Parks and shopping centres
- Bus/public transport
- Work place
- At home
- Anywhere



'Anyone can be a bully so don't make judgments' (quote from participant)

Solutions to bullying

- Teachers – teachers need to ask pupils about bullying and to let them know what is going to happen when the teacher talks to the bully as the victim needs

to feel that it won't back fire on them. Pupils need to feel that there will be some confidentiality, that it won't be the whole staff group that gets involved

- Friends
- Parents/carers
- Tell someone you trust
- Silent treatment/ignore them
- Stick up for yourself , turn it around, 'are you flattering me?' (quote from participant)
- Sanctions, 'Exclusion' at schools, isolation time for the bully to encourage him/her to reflect on how it feels to be the victim
- '*Stand bully up in front of the group*' (idea from one group)
- Getting the bully to say sorry
- Restorative justice – victim and bully meet, bully is told how they make the victim feel
- Tell the police
- Comment box – in the classroom, for bullying concerns
- E mail address to send in bullying concerns
- Training teachers about bullying
- Mentoring- peer or from staff. Peer mentoring can be good as may be easier to tell someone your own age who can then help you work it out and go to the teacher with you if needed
- Build self esteem in victims or potential victims so that aren't afraid to report bullying

'If told over and over that you are fat, ugly etc then you will believe this about yourself. You have to believe in yourself, not the judgments made by others.'
Quote from participant

- Wrist bands – to support an anti-bullying environment
- Teach pupils to respect differences as often bullying is about these differences. Use PSHE to explore differences but go 'deeper' in conversations to explore prejudice and differences in views and values
- Having a safe place or meeting to share experiences of bullying
- Schools to have their own Anti bullying alliance and celebrate Anti bullying week
- Make pupils aware of what is offensive language as sometimes they use terms out of ignorance, not thinking that this is bullying language
- Challenge your peers about what they are saying if you think it is offensive
- Don't be a friend to a bully – '*bullies have groups of friends who tend to back them up. These friends need to not back him/her up and leave him/her isolated, then he/she will realise it is wrong*' – participant

- If you observe a bullying incident you need to act, challenge, tell a teacher

'if you see a case of bullying and don't do anything, it is almost as bad as bullying yourself' – participant

- Get in early to prevent bullying escalating



Quotes

Sometimes teachers don't recognise that bullying is occurring

'It can't be happening here (some schools think) because I don't see it. Bullies are good at hiding it' - participant)

'it's difficult to tell someone 30 years older that you've been bullied' -participant

'if you are constantly bullied you may take it out on someone else or shut yourself away ...and just lie on your bed' – participant

'it's the bullying that's bad, not the person, so you need to give the perpetrator help too' – participant

'sometimes you can be a bully and a victim' – participant

'if you are bullied as a young person you may go on to bully as an adult at home or in the work place or you may continue to be bullied...' – staff member

There is a lot of pressure from the media to conform as a young person – statement from a member of the audience

Some young people or adults go a long way to conform and change to fit in e.g. colour their hair, even use botox – they don't want to be seen to be different – participant



Poem which was written by young people attending the Poole Anti Bullying Alliance Conference 25th November 2011:

Emotionally trapped in a mind game
I'm stuck in the mud,
We all feel the same
Beautiful words turned into pain
All you bullies should be in shame

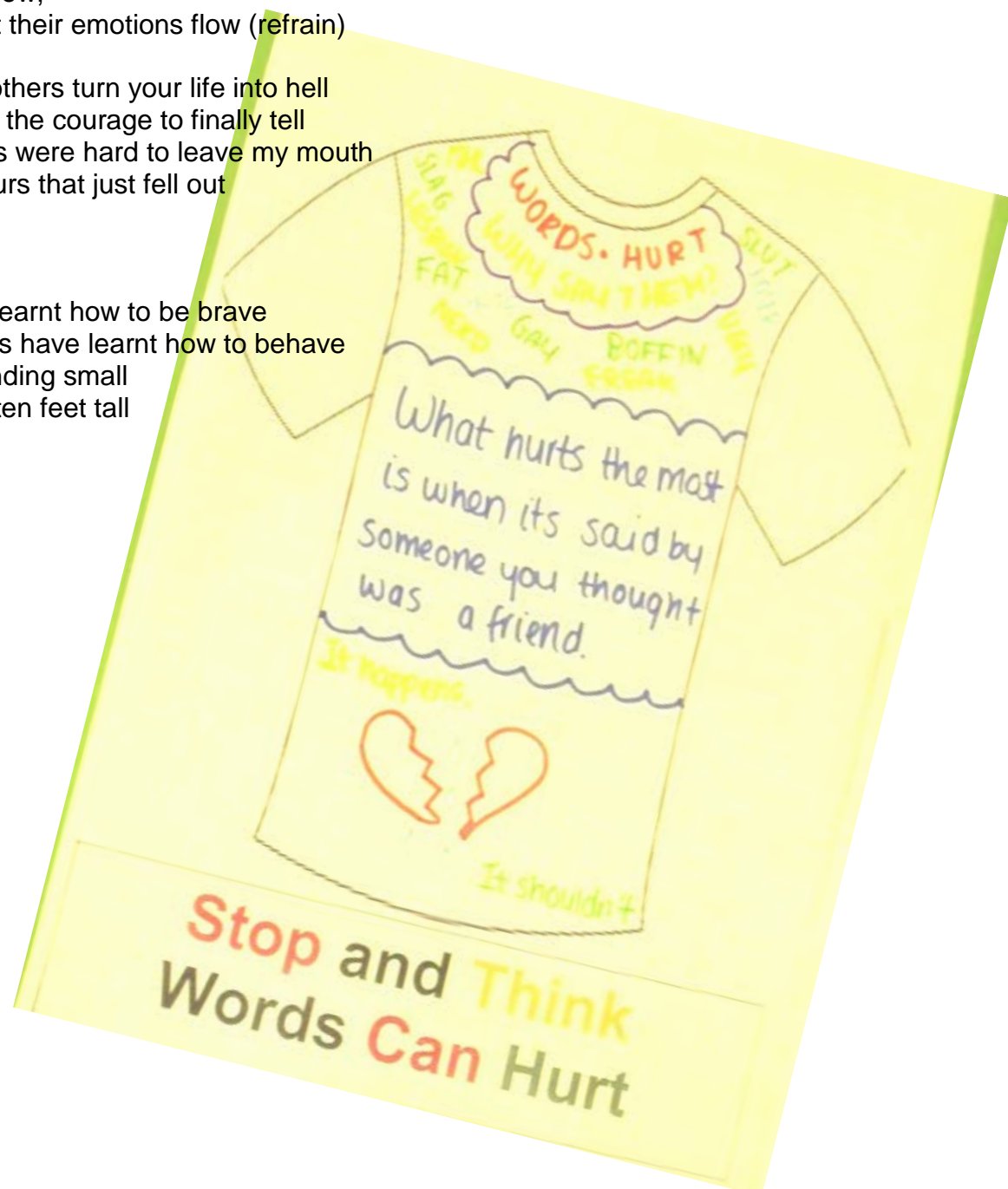
Nothing new that's not been said
Think about the words before they leave your head
Some victims can't even get out of bed,
They feel so low
They don't know
How to show,
How to let their emotions flow (refrain)

Don't let others turn your life into hell
I've found the courage to finally tell
The words were hard to leave my mouth
Unlike yours that just fell out

Refrain

Now I've learnt how to be brave
The bullies have learnt how to behave
From standing small
To being ten feet tall

Refrain



Appendix 8 - Organisations and resources supporting Anti-Bullying

All of these support services and links to them, can be found in your local Family Information Department www.boroughofpoole.com/familyinformation

Anti Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel: 020 7843 1901

www.anti-bullyingalliance.org.uk

National Healthy Schools Programme

The Health Schools toolkit can be found on www.education.gov.uk The toolkit is designed to help schools to 'plan, do and review' health and wellbeing improvement.

www.education.gov.uk

11 Million (the Office of the Children's Commissioner)

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.

Tel: 0844 8009 113

www.11million.org.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

www.ofsted.gov.uk

Access Dorset

Charity that aims to enhance the everyday lives of disabled people, older people, carers and other people who may benefit from support or information.

<http://accessdorset.org.uk>

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel: 0845 230 2560

www.actagainstbullying.com/

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Tel: 0808 800 5793

www.ace-ed.org.uk

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel: 0845 338 5060

www.beatbullying.org

Bournemouth YMCA

Tel: 01202 290451

Email: enquiries@bournemouthymca.org.uk or www.bournemouthymca.org.uk/

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel: 01204 454958

www.bullyfreezone.co.uk

Bullying Intervention Group (BIG)

The BIG Award encourages schools and organisations to embed excellent anti-bullying practice, working autonomously to achieve the criteria, making use of local training resources.

www.bullyinginterventiongroup.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

Changing Faces

Support group for people with facial disfigurement.

www.changingfaces.org.uk

Child Exploitation and Online Protection (CEOP) Centre

Resources have been produced by the Child Exploitation and Online Protection (CEOP) Centre to help schools to teach young people about how to stay safe online. The resources were designed by young people for young people and incorporate the latest classroom chat, lingo and music to effectively portray key messages about safety online.

ceop.police.uk/

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

www.childline.org.uk

ChildNet International

ChildNet International provides specialist resources for young people to raise awareness of online safety and how to protect themselves.

Tel: 020 7639 6967

www.childnet-int.org/

Children: Homes, Advice and Teaching Ltd. (C:HAT)

C:HAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives through consultancy, behaviour management and children's homes.

Tel: 0116 259 3008

www.chatltd.com

Children's Legal Centre

The Children's Legal Centre provides legal advice, information, assistance and representation to children, parents/carers and professional working with children.

Tel: 080 783 2187

www.childrenslegalcentre.com

Citizens Advice Bureau

CAB provides free, confidential and independent advice, either face-to-face or through its fact sheets on its website.

Tel: 01202 680 838

Email: advice@poolecab.co.uk

www.poolecab.co.uk

Commission for Racial Equality

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.

Tel: 0207939 0000

www.cre.gov.uk

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-Bullying Award is open to primary schools, secondary schools and youth organisations.

Tel: 0845 337 2987

www.diana-award.org.uk

Dorset Race Equality Council

This is an independent charity that provides help and support to victims of discrimination and harassment, particularly related to race, faith or belief. The service is free and confidential.

Tel: 01202 553 003

Email: enquiries@dorsetrec.org.uk

www.dorsetrec.org.uk

E Safety – ThinkuKnow training

ThinkuKnow is a very effective programme for raising awareness and schools in Poole have been actively supported and encouraged to implement these activities for children.

<http://www.thinkuknow.co.uk/>

Educational Action Challenging Homophobia (EACH)

EACH was established to challenge homophobia in education and also acts as a training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation

Tel: 0808 100 0143

www.eachaction.org.uk

Education for All

This is a joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel: 020 7593 1851

www.stonewall.org.uk/at_school/education_for_all/default.asp

Intercom Trust

Intercom Trust is an independent charity that provides support and advocacy services to lesbian, gay, bisexual and trans communities in the southwest for people who encounter homophobic crime, prejudice or discrimination. Call their confidential LGBT helpline.

Tel: 01305 266 633

Email: helpline@intercomtrust.org.uk

www.intercomtrust.org.uk

Goldsmiths College

The psychology Department at goldsmiths has a research programme which covers a wide range of specialism in experimental, theoretical and applied psychology. This includes research into bullying.

www.goldsmiths.ac.uk/departments/psychology/research

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel: 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel: 0207 272 5630

www.leaplinx.com

Make them go away and Let's fight it (DVDs)

The DVD '[Make Them Go Away](#)' is aimed at children from seven to 14 to raise awareness of their peers with SEN and disabilities, including strong messages about how bullying affects their lives. The DVD builds on the success of the [cyberbullying DVD](#) launched two years ago - so far 46,000 copies have been sent out to schools.

(Make them go away) http://www.anti-bullyingalliance.org.uk/press_centre/news_archive/new_anti-bullying_dvd_launched.aspx

(Let's fight it) <http://old.digizen.org/cyberbullying/film.aspx>

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

www.mencap.org.uk

Miss Dorothy.com

Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.

Tel: 0870 759 3388

www.missdorothy.com

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel: 084 070 4004

www.autism.org.uk

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel: 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

NSPCC EduCare Preventing Bullying Behaviour is a 4 module anti-bullying programme to help you understand and prevent bullying behaviour and create a culture of safety for the children and young people in your care.

Tel: 0207 825 2500

www.nspcc.org.uk

Parenting Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel: 0808 800 222

www.parentlineplus.org.uk

Poole Forum

This is a charity involving people who have learning disabilities. It has an easy read reporting form and does training on rights for learning disabled people.

Tel: 01202 746 040

Email: office@pooleforum.co.uk

www.pooleforum.co.uk

Poole Family Information Service and Family Information Directory

Provides information about anything to do with family life.

www.boroughofpoole.com/familyinformation

Tel: 01202 261999

Poole Parent Partnership (PoPPS)

PoPPs have a specific role in providing confidential, free and impartial telephone and face-to-face support to parents and carers who have a child who has been excluded, is at risk of exclusion or has a Special Need or a disability. In particular PoPPs provides support to parents and carers where a child or young person with special needs, additional needs or a disability finds themselves a victim of bullying in one form or another.

Tel: 01202 261933

Email: parentpartnership@poole.gov.uk

www.boroughofpoole.com/education-and-learning/parental-support/popps-poole-parent-partnership-service

Restorative Justice Council

Provide quality assurance and national voice for restorative practice. Their resources include best practice guidance for practitioners 2011.

www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2011/

Safe Schools and Communities Team

Ssct@dorset.pnn.police.uk

Tel: 01202 222844

Samaritans

Samaritans is available 24 hours a day providing confidential emotional support.

Tel: 01202 551999 or 08457 90 90 90

Email: jo@samaritans.org

www.bournemouthsamaritans.org.uk

School's Out

Aims to support lesbian, gay, bisexual and transsexual [LGBT] staff in education and to raise the profile of LGBT people and issues.

Tel: 01273 298299

www.schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel: 020 7593 1850

www.stonewall.org.uk

Teachers TV

Section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links and interviews with experts on bullying.

www.teachers.tv/bullying

UK Observatory for the Promotion of Non-Violence

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel: 01483 684552

www.ukobservatory.com

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Victim Support operates via a network of affiliated local charities, the Witness Service and the Victim Supportline, and is currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel: 0845 3030900 / Local Tel: 01202 606200

Email: vsdorset@victimsupport.org.uk

www.victimsupport.org.uk

Young Voice

Undertakes research with children and young people. Works in partnership with them on a wide range of issues including bullying. Offers research, evaluations, training and consultancy.

www.young-voice.org

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17.

Tel: 020 7271 3031

www.youth-justice-board.gov.uk