Anti-Bullying Strategy, Action Plan, Guidance and Resources
2014 – 2016
The Borough of Poole
Children’s Services
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1. Foreword

I am delighted to present the 2014-2016 Poole Anti-Bullying Strategy and Action Plan. The Strategy was first launched in January 2012. We know from feedback from children and young people that they feel that there have been changes for the better in Poole regarding tackling bullying. However we are never complacent and take bullying incidents very seriously.

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 revised 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 wellbeing 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 ........................................................ Date: 02 May 2014
Portfolio Holder for Children’s Services

........................................................ Date: 02 May 2014
Strategic Director – People Theme
2. Introduction

Jan Thurgood, Strategic Director – People Theme noted in the Foreword of the Children’s Services Strategic Plan 2013/2014 that in a recent consultation with young people they had reported ‘improvements in the response to bullying…’

Bullying continues to be a high profile and priority for all organisations working with children and young people, but the collaborative way of working in Poole over the past 2 years has proved successful.

The Strategy, first launched in January 2012 had been in part, a response to consultation with children and young people in Poole. They had told 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 are 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 wellbeing, 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 Anti-Bullying Strategy Group which has been re-formed and is Chaired by the Head of Children, Young People and Learning, Vicky Wales.

We will continue to 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.
Actions since the launch of the Anti-Bullying Strategy, January 2012-January 2014

What has been taking place?

- The **Secondary schools Anti-Bullying Conference** was held in November 2012 and 2013. The 2013 conference focussed on using new technologies to promote positive communication rather than cyber bullying.
  - 10 schools with 30 young people participated
  - Young people said they want action to be taken when any kind of inappropriate behaviour on the internet occurs. The plan is to promote and publicise ways in which young people can report concerns, complaints and hate incidents and to consider a local web site for this purpose.
  - Young people thought that adults do not understand the World Wide Web and how young people use it. The plan is for intergenerational/peer mentoring work to be developed where young people teach and mentor older people. *(see Appendix 1)*

- **Anti-Bullying Week** (November) has become well established in most schools in Poole. All schools have been encouraged to participate. Some call this ‘friendship week’. The use of resources available from the Anti-Bullying Alliance, are promoted...

- Many schools have established **peer mentoring or buddy schemes, anti-bullying ambassadors or anti-bullying groups who meet regularly and embed anti-bullying work in the school.** The aim is to include pupils in supporting other pupils who are at risk of experiencing or have experienced bullying.

- Most schools commission the **Safe Schools and Communities Team (SSCT).** The SSCT provide anti-bullying and E safety education and training for pupils, parents/carers and staff. The SSCT often assists and supports schools in responding to individual cases.

- Several schools have engaged in the **Rights Respecting Schools** agenda, some have achieved the award and others are working towards it. The Poole group meets each term.

- A **survey of all schools’ web sites** was undertaken in December 2012. All schools have been encouraged to up-date and publish anti-bullying/behaviour policies on line. All schools have behaviour policies which include how bullying will be dealt with. Many have stand alone anti-bullying policies.

- An **anti-bullying survey** was conducted in January 2013 to assess what progress had been made by schools in anti-bullying work since the launch of the Strategy a year before. Information from the survey was shared with other schools/organisations to encourage good practice. *(see Appendix 2)*

- There was an **anti-bullying stall at the Parents are Experts (PAX) conferences** for parents of children with special educational needs or disabilities with questionnaires in March 2012, information gathering in March 2013 and an information available stall in March 2014. The views and issues were fed back to schools.

- Discussions have been held with parent representatives at **Poole Parent’s Voice** to gain views and share information about bullying
• **Children and Young People’s Overview & Scrutiny** set up a task and finish group to look at what was in place to support reduction in bullying. The recommendations included sharing of good practice between schools and supporting governor training (see Appendix 8).

• All schools and key organisations have an **Anti-Bullying Champion**. The name of the Champion is indicated in the Local Safeguarding Children’s Board Compact signed up to by all Poole schools and key organisations.

• An **Anti-Bullying Forum** has been set up for all practitioners working with bullying, usually attended by the Anti-Bullying Champions. In summer 2013 Kidscape provided training, in autumn 2013 the theme was anti-racism, anti-bullying. In spring 2014 the theme was homophobic bullying and in summer 2014 this will focus on bullying related to disability and special needs.

• A **Pan Dorset anti-bullying working group** has been set up, led by Dorset Police and tasked to develop a protocol to ensure that bullying incidents are dealt with at the appropriate level i.e. by schools whenever appropriate, sometimes with the support of the SSCT rather than by the Police. The group will also aim to produce hand books of information for young people, parents and schools/organisations.

• **Data** was collected about bullying and prejudice incidents and this was used to inform some decisions, design training and reflect back good practice. However it did not achieve comprehensive data collection and is to be replaced by an annual survey to all schools.

• The Bournemouth and Poole Local Safeguarding Children’s Board (LSCB) **E-safety and Anti-Bullying Group** is now well established with representatives from key organisations attending.

• **Anti-bullying articles** were published in the Echo as part of Dorset Safeguarding week in November 2012 and 2013 to coincide with Anti-Bullying week.

• **Governors safeguarding training** provided by the Borough includes input about bullying in schools and the governors responsibility in relation to this.

• ‘That’s just the way it is’ report follows a Member led Scrutiny Review of people in **Poole’s experience of prejudice**. It is called this because many of those interviewed accepted the behaviour they experienced. This showed a high level of physical abuse experienced by Lesbian, Gay, Bisexual and Transgender people. The report suggested that education was the key to changing societal attitudes in the long term.

• Events were held in **Black History Month**, October 2013. In response to the Children and Young People’s Consultation priority around challenging prejudice and understanding difference, a performance of Gazebo Theatre Company’s *Sorry! No Coloureds, No Irish, No Dogs* was put on at Poole Museum. This explored racism, migration and the transatlantic slave trade. 43 young people took part and shared the positive messages with their peers.

• The Poole Youth Forum Conference at Poole Lighthouse offered a **workshop to explore racism** and other issues of prejudice, within the local context of Poole. The main messages were shared with key local decision makers.

• Bourne Valley Youth Centre set up a group for 13-19 year olds, called ‘**Cultures Unite**’, to explore different cultures.
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”?  
Preventing and Tackling Bullying – DfE March 2014

‘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. Stopping violence and ensuring immediate physical safety is obviously a school’s first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways. It may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.’ DfE March 2014: 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 3.

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 (updated 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 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.

**Preventing and Tackling Bullying DfE guidance March 2014 states:**

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

**Ensuring good behaviour in schools DfE guidance 2012 states:**

‘The Government expects all pupils to show respect and courtesy towards teachers and other staff and towards each other’

**The 2012 OFSTED report “No Place for Bullying”** indicates that bullying continues to be a significant issue for pupils, disproportionately affecting those who have a disability or special educational need and those who are, or are perceived to be, homosexual.
Language that discriminates against these groups was common in many of the schools OFSTED visited.

In “Characteristics of Bullying Victims in Schools” (DfE Research Report 001, DfE 2010): 31% of young people aged 14 had experienced verbal bullying (higher than any other form of bullying).

Childline also report in “Children Talking to Childline about Bullying” (NSPCC 2008) that of 773 calls relating to bullying, 56% mentioned name-calling and teasing. 10% mentioned verbal or written threats. In both these surveys verbal bullying was higher than any other type of bullying.

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 4 - 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

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 to address bullying wherever and whenever it involves children and young people.

Who is responsible for delivering the Action Plan?

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.

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. ‘Preventing and tackling bullying in schools’, up-dated January 2014, gives guidance to schools about bullying. http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076899/preventing-and-tackling-bullying
• Although schools now have powers to deal with bullying which happens outside of school, there is a role for the Safer Communities Team (Borough of Poole) 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 have a role where a serious criminal offence may have been committed inside a school. If bullying occurs outside of school, the school has a statutory duty to deal with this. The police have a duty where an assault has occurred outside of the school.
• ‘Targeted Services may be appropriate as Family Outreach Workers or Targeted Youth Support may be able to offer an intervention with the young person and/or parents.
• Social Care may have a role where an incident is particularly serious and it is assessed that the child or young person is at risk of significant harm or where work with the family of either the victim or perpetrator may be at the threshold for Social Care intervention.
• The SSCT work directly in schools to prevent and reduce crime and anti-social behaviour, and help safeguard children and young people. They offer specific training packages e.g. Anti Bullying for pupils and 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
• Schools and our child and mental health services have worked together to support school pastoral staff to access appropriate training and advice when working with children and young people showing signs of stress and/or mental health issues.
• 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 5.

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:

Individual schools/organisations to monitor bullying incidents

Schools and other organisations working with children and young people ‘should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective’ (Preventing and Tackling Bullying July 2013) Most Poole schools use a system to collate data relating to bullying and prejudice incidents. The Local Authority is no longer requesting that information about individual cases is returned to them as it had in January 2012.

Annual Survey undertaken by the Local authority

The Local Authority will undertake a survey with schools and other organisations, on an annual basis to request that information is returned about incidents of bullying and prejudice. Appendix 6 – Anti-bullying questionnaire for schools

Schools/other organisations collecting their own data together with the data provided by an annual survey will:

• Ensure a better understanding of the nature and incidence of bullying
• Enable action to be taken based on trends, hotspots and other analysis
• Demonstrate commitment to the Equality Act 2010 one aim of which is to ‘eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act’.
• Demonstrate transparency and provide data about performance in how bullying is tackled
• Evidence the effectiveness of behaviour management plans as required by Ofsted
Strategic Priority 2: Consultation with children and young people

This principle is to enable children and young people to advise professionals in relation to anti-bullying work in schools, other organisations and their wider communities.

**Outcome:** Each school/organisation should consult with children/young people regarding their views about bullying and how effectively they think that bullying is being tackled. This may be by the use of the completion of an annual survey on bullying, discussion at school council, attending specific consultation events such as the Annual Secondary Schools Anti Bullying Conference etc. 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 children/young people feel at school, in other organisations and in their community.

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.
- 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](http://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.
- Young people will continue to be invited to meet with professionals at the Strategy Group meetings, Forums, events and meetings with Elected Members and senior officers.

**Appendix 1 - Secondary Schools Council, Post Conference Report 2013**

Strategic Priority 3 Schools’/other organisations work with pupils

**Outcome:** All schools/other organisations feel confident in preventing and tackling bullying through their own policies and practices. They should report at least annually to their governing bodies on their Anti-Bullying policy and practice.

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

**3.1 Prevention**

- All schools/organisations will appoint a member of staff to be the Anti-Bullying Champion; this person will be identified on the LSCB Compact. Their role will be to lead on prevention and intervention in relation to bullying.
• 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 and have a clear understanding of how actions affect others, should be a priority. This should be reinforced by staff and older pupils who set a good example to the rest. 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](http://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) has been embedded in Poole schools through structured Schemes of Work. Most Poole schools now have access to an Emotional Literacy Support Assistant (ELSA), who are trained and supervised by Educational Psychologists and who support children and young people with their emotional health and well-being and with issues that impact on this.

• In 2013 a series of training to reinforce the key principles underpinning children’s emotional well-being in the Early Years was delivered. EYFS classes in schools were supplied with an updated teaching resource: ‘The JIGSAW Approach’ and the pre-school providers were presented with a practical ‘daily challenge’ calendar.

• Each school must have its own Anti-Bullying policy or within the school Behaviour policy there should be a section on anti-bullying policy which is clear and user friendly for all pupils, parents and staff. There may be a charter or similar designed by the children/young people about their expectations of behaviour from peers, staff and visitors to the school/organisation. All of these should be available on the school website. The policy must be driven and reviewed annually by the Senior Leadership Team and the Governing Body. Schools need to take account of Ofsted framework guidance in relation to cyber and homophobic bullying.

• 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 and is an opportunity for schools to focus on Anti-Bullying of friendship and positive relationships, with a range of co-ordinated activities across their school. 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

### 3.2 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 behaviour in the future and avoid further bullying incidents. This may require referral to external organisations and helplines for some individuals or groups.

Key activities will ensure that:

- Schools/other organisations identify and promote helplines for children and young people (See appendix 5)
- 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 sanctions 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’ (DfE ‘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.

### 3.3 Review of policy and practice by schools/other organisations

Schools and other organisations should 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 practice. 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

The review should include:
- School leadership/role of Governors
- 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 review is undertaken by the school/organisation to include the Anti-Bullying Champion involving the Designated Safeguarding Person, other members of the Senior Leadership Team and Governors (in schools)
- 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
- The information from the ABA assessment or alternative means of gaining pupils views by schools is considered as part of the wider review of safeguarding practice.
- The Ofsted framework includes ‘behaviour and safety’ as one of its key criteria for inspections. Schools should be able to demonstrate the impact of Anti-Bullying policies and practice as part of their overall behaviour plan.
- Views of parents expressed via Parent Voice (Ofsted), by parent surveys and from any complaints should also be taken into account
- Schools consider their Anti-Bullying and Prejudice Incident policy in line with their Equality duties

Strategic Priority 4: 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.

It is also important to engage the parents of children and young people who are perpetrators of bullying. The parents need to be able to support the positive behaviour ethos of the school and abide by the rules and expectations about behaviour, language and respect.

Key activities will ensure that:

- Parents/carers know that the school/organisation will not tolerate bullying or prejudice incidents 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 Behaviour/Anti-Bullying policy. These should appear on school web sites. Parents should be advised of whom 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 should have their Behaviour/Anti-Bullying policies on their web site and hard copies available on request. Where necessary it should be made available in an adapted format for those with English as a second language, learning disability, visual problem, reading difficulties etc.
- Parents are sign posted to specialist advice e.g. SSCT, Safer Communities Team (Borough of Poole), Social Care, mental health services and Police where relevant.
- If bullying occurs in the community and cannot be linked to a specific school, the local police should be informed as this falls within the remit of anti social behaviour.
- Parents are provided with appropriate information about how to proceed if they feel their concerns regarding bullying incidents have not been dealt with effectively, e.g. school complaints processes, Poole Parent Partnership Service.
- 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. Kidscape Helpline, ParentlinePlus or the Anti-Bullying Alliance. (see appendix 5)
- 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 5: Supporting staff with their role in Anti-Bullying

Outcome: Staff will be confident in supporting children and young people with forming positive relationships and in dealing with any bullying issues which will achieve better outcomes in prevention and tackling bullying.

Key activities ensure that:

Behaviour and anti-bullying policies are clear to all staff and the ethos of the school/organisation needs to be known and signed up to by all members of staff.

- Staff know who the ‘champion’ for bullying is in their school/organisation, 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 practices.
- Headteachers’ 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. Other organisations will follow a comparable process.
- Specialist support and training is sought by schools/organisations regarding specific forms of bullying e.g. cyberbullying, homophobic bullying, racism, bullying relating to disability.
- Staff are made aware of resources on the internet which can help such as those in Appendix 5
- The Safeguarding in Education Officer will discuss anti-bullying on visits to schools and offer advice.
- An Anti Bullying Forum has been established for practitioners and will run usually on a termly basis. This will include the sharing of good practice as well as give an opportunity to focus on specific themes. Schools/organisations should give priority to encouraging their Anti Bullying Champion to attend whenever possible.

Strategic Priority 6: Monitoring, reviewing and evaluating the impact of the strategy

Key activities will ensure that:

- The Anti-Bullying Strategy group in Poole will review the effectiveness of the Strategy annually. The strategy will be reviewed and updated every 2 years. The annual survey 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 Overview and Scrutiny Committee, Health and Wellbeing group as well as feed back to the Children’s Trust and Local Safeguarding Children’s Board.
Poole Children’s Services Anti-Bullying Action Plan 2014 – 2016

The Action Plan is ordered under 6 priorities

1. Data collection
2. Consultation with children and young people
3. Schools’/other organisations’ work with pupils
4. Support for parents and carers
5. Support for staff in their role in anti-bullying
6. Monitoring, reviewing and evaluating the impact of the strategy
## Priority 1: Data collection

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<thead>
<tr>
<th>Outcome</th>
<th>Action</th>
<th>By whom?</th>
<th>By when?</th>
<th>Resources</th>
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<tbody>
<tr>
<td>a) Gain a better understanding of the nature and incidence of bullying in Poole and the effectiveness of different interventions.</td>
<td>To undertake an annual survey of schools relating to incidents of bullying and Anti-Bullying practices</td>
<td>Anti-Bullying Strategy Group in partnership with schools and Poole Heads Association</td>
<td>First annual survey to be sent out in spring term 2014 re statistics for Sep 2012-July 2013. Then after to be conducted each September relating to statistics from the previous academic year</td>
<td>Anti-Bullying Strategy Group time, Lead officer anti-bullying time, Admin/research time, School time</td>
</tr>
<tr>
<td>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</td>
<td>Information collected will be collated and analysed by the LA.</td>
<td>Anti-Bullying Lead to analyse and write reports</td>
<td>Annual review of action plan, Annual analysis and consideration of data</td>
<td>Officer time, Admin</td>
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<tr>
<td>a) Schools will take account of the views of children and young people in developing their behaviour/anti-bullying policies and practice which should increase their effectiveness</td>
<td>Schools to devise a school survey, school council agenda or other means to consult with pupils on bullying, on an annual basis</td>
<td>Schools</td>
<td>Individually schools to provide feedback to Anti-Bullying Strategy Group via the annual survey</td>
<td>School staff time to develop, implement and analyse consultations</td>
</tr>
<tr>
<td>b) Other organisations to take account of service user views to make services more effective</td>
<td>Other Children’s services to consider and implement ways of collating views from service users</td>
<td>Children’s Services partners</td>
<td>On-going</td>
<td>Officer time</td>
</tr>
<tr>
<td>c) Poole Anti-Bullying Alliance and annual Secondary Schools Council’s conference will include representative views from schools in Poole</td>
<td>Information gained from bi-monthly meetings and annual conference to be fed into Anti-Bullying Strategy Group</td>
<td>Participation lead Secondary Schools Council</td>
<td>Views to Anti-Bullying Strategy in summer term – annually</td>
<td>Officer and young people time Budget to run conference</td>
</tr>
<tr>
<td>d) Information provided to parents and carers about individual school and other organisations anti-bullying policies</td>
<td>Individual schools and other organisations advertise their anti-bullying policies e.g. on websites, parent’s evenings</td>
<td>Schools Partners</td>
<td>On-going</td>
<td>School time and that of other partners</td>
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<td>e) 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.</td>
<td>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</td>
<td>Participation Team Schools Young People Forums</td>
<td>Ongoing through the cycle of the action plan</td>
<td>Officer Time Young people’s time</td>
</tr>
<tr>
<td>f) 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.</td>
<td>Anti-Bullying Strategy Group to link with schools and agencies to promote current and additional provision</td>
<td>Anti-Bullying Strategy Group with partners Partners</td>
<td>On-going</td>
<td>Officer time</td>
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<tr>
<td>g) Views/key themes for the primary age group are taken account of to ensure that anti-bullying work is relevant to younger child</td>
<td>Younger children’s views are gained from school councils and other means within schools. These will be reflected in Anti-Bullying forums, questionnaires to schools etc.</td>
<td>Schools Anti-Bullying lead</td>
<td>At least annually</td>
<td>Officer and young people time</td>
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<td>Outcome</td>
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<td>h) Views/Key themes for children from special schools are taken account of.</td>
<td>Anti-Bullying to be discussed at Special Schools Council and appropriate actions taken.</td>
<td>Schools</td>
<td>At least annually</td>
<td>Teacher and young people time.</td>
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## Priority 3: Schools’/other organisations’ work with pupils

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<th>Outcome</th>
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<tr>
<td>a) There will be priority given to anti bullying work with a co-ordinated response to both prevention of and intervention in bullying.</td>
<td>Each school organisation will appoint an Anti-Bullying Champion. Their name will be identified in the LSCB Compact.</td>
<td>Schools/other organisations</td>
<td>On-going</td>
<td>Staff time</td>
</tr>
<tr>
<td>b) Positive preventative action will reduce the amount of bullying incidents occurring and help children and young people to feel safer.</td>
<td>Ensure the Rights Respecting Schools Award is promoted. Support the development of means in school to prevent bullying e.g. PSHE, anti-bullying week, assemblies. Engage appropriate organisations to support and deliver training and education e.g. SSCT, Kidscape, Diverse Dorset, Space, Unicef. To include early years in appropriate training events and consider whether specific training is required.</td>
<td>Schools Other organisations</td>
<td>On-going</td>
<td>Staff time</td>
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All schools nurture and purposefully develop a safe learning environment and anti-bullying ethos, and provide high quality curriculum delivery on bullying issues. Anti-Bullying and positive relationships will be introduced at an early age.
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<th>Outcome</th>
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<th>By when?</th>
<th>Resources</th>
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<tr>
<td>c)  Improving the recording and handling of school based incidents by ensuring that schools deal with poor behaviour and police only deal with incidents which are serious crimes.</td>
<td>Develop a protocol for clarifying referrals to the police from parents/carers/others which relate to bullying. Passing these back to the school and/or the SSCT where appropriate</td>
<td>Pan Dorset Anti-Bullying group</td>
<td>Spring term 2014</td>
<td>Police time</td>
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<td>Other officer time</td>
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<tr>
<td>c)  Schools and other organisations will be up to date with the most relevant guidance on anti-bullying which will be reflected in behaviour management</td>
<td>All schools and other organisations to keep up to date with government legislation about bullying and behaviour management</td>
<td>Schools Officers responsible for 1. Anti-Bullying Forum: 2. The Designated Safeguarding Persons Forum 3. Early Years Forum 4. Head teachers briefings 5. Governors briefings</td>
<td>On-going</td>
<td>Officer and school time</td>
</tr>
<tr>
<td>d)  To take action in order to try to prevent bullying occurring</td>
<td>Schools to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring</td>
<td>All school staff Engage appropriate outside agencies to assist (see above)</td>
<td>On-going</td>
<td>School time</td>
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<td>Outcome</td>
<td>Action</td>
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<tr>
<td>e) Incidents of bullying where a child with SEN or a disability is the victim or perpetrator, are reduced</td>
<td>All schools ensure that a whole school approach is taken to deal with bullying related to SEN and disability. School policies have specific reference to the needs of pupils with SEN or disabilities in relation to bullying. When incidents occur, specialist advice is sought where necessary. Parent/carers should be involved at an early stage in order to agree on an action plan to prevent an escalation of incidents.</td>
<td>Head Teachers</td>
<td>On-going</td>
<td>Officer time</td>
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<td>Outcome</td>
<td>Action</td>
<td>By whom?</td>
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<td>f) 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.</td>
<td>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. Governors training to include Anti-Bullying. Governors safeguarding check list to include bullying.</td>
<td>Head Teachers, Governors, Officer for Governor training.</td>
<td>On-going, From September 2013, From September 2013</td>
<td>Officer and school time, Governor time, Governor/Officer time, Governor/school time</td>
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<tr>
<td>g) Young people feel safe in school and that when bullying occurs it is dealt with effectively</td>
<td>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.</td>
<td>Schools, Safe Schools and Communities Team</td>
<td>On-going</td>
<td>Officer time</td>
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<tr>
<td>h) Children are aware of help lines and services they can access for themselves</td>
<td>Advise young people of relevant help lines and organisations that can support them with anti-bullying issues.</td>
<td>Schools, Family Information Service, Youth workers</td>
<td>Ongoing</td>
<td>Internet access, Leaflets</td>
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<tr>
<td>Outcome</td>
<td>Action</td>
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<td>Resources</td>
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<td>i)</td>
<td>Schools and other partner agencies provide access to counselling/therapeutic interventions for children involved in bullying.</td>
<td>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.</td>
<td>Anti-Bullying Strategy Group, Schools pastoral work, School Nursing, Targeted services, Educational Psychology, CAMHS</td>
<td>Ongoing</td>
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<td>j)</td>
<td>Schools/other organisations will have effective policies, reviewed annually. Pupil views will be gathered annually about bullying. Account will be taken of DfE guidance, Ofsted requirements and Equality duties in relation to Anti-Bullying and reflected in policies.</td>
<td>Head teachers, Governors</td>
<td>Annually</td>
<td>Officer time</td>
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<td>k)</td>
<td>A well-organised support service is available to children in every school to support both victims and perpetrators of bullying behaviours.</td>
<td>Head teachers and governors to undertake reviews, identify areas for improvement. Each school/organisation to have an Anti-Bullying Champion.</td>
<td>Head teachers, Governors</td>
<td>On-going</td>
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## Priority 4: Support for parents and carers

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<th>Outcome</th>
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<tbody>
<tr>
<td>a) Raised awareness of parents/carers about bullying issues. Parents/carers know who to contact in school or other organisations if they are concerned about bullying</td>
<td>Parents Evenings, newsletters, school websites, special training sessions e.g. E-Safety Representative from Anti-Bullying Strategy Group to update Parents Voice and Parents forum annually</td>
<td>Schools Safe Schools and Communities Team Lead on Anti-Bullying Strategy</td>
<td>On-going</td>
<td>Internet Leaflets Training session costs Lead Officer time</td>
</tr>
<tr>
<td>b) Parents/carers to be well informed about where to do for general or specialist advice about bullying</td>
<td>Advice made available e.g. Family Information Service, bullying advice websites (ParentlinePlus, Kidscape helpline or the Anti-Bullying Alliance or other specialist advice)</td>
<td>Schools School nursing CYPIS Family Information Service Libraries</td>
<td>On-going</td>
<td>Internet Leaflets Public notice boards in schools and other organisation</td>
</tr>
<tr>
<td>c) Parents/carers are able to support their child when a bullying incident has occurred</td>
<td>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</td>
<td>Schools Other organisations where bullying has occurred</td>
<td>On-going</td>
<td>Staff and parent/carer time</td>
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<td>Outcome</td>
<td>Action</td>
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| d)      | Improved understanding of the particular needs of children with SEN by ensuring and enabling participation of parents/carers                                                                         | Schools/other organisations to ensure and enable parents/carers to be involved in specific incidents of bullying especially where a child has SEN/disability. To ensure that parents/carers views are taken account of in developing strategies for dealing with bullying especially in relation to SEN/disability | Schools
Other organisations | On-going    | Officer time |
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<tr>
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<th>By when?</th>
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| e) Parent/carer complaints re: bullying are managed consistently and effectively by schools | Schools complaints procedures to include opportunity to raise issues about bullying  
Parents advised that they can contact Ofsted or Department of Education if not satisfied with schools handling of bullying situation  
Poole parent partnership (if a child has SEN) LA Community safety manager and/or Anti-Bullying lead can also advise.  
Police should be involved if a serious crime has or might have been committed.  
Parents to be advised of new Pan Dorset protocol. | Head teachers  
Governors, there could be a designated Anti-Bullying/behaviour Governor, this could be the safeguarding Governor.  
Poole Parent Partnership  
Community Safety Manager  
Anti-Bullying lead  
Police | On-going | Officer and governor time |
<p>| f) Advice and support for parents are available regarding behaviour management | 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 | All agencies working with parents and carers | On-going | Officer time |</p>
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| g) Parents to be provided with standard advice about bullying | Develop an information hand book for parents/carers | Pan Dorset Anti-Bullying group | Summer term 2014 | Officer time
| | | | | Printing costs |
## Priority 5: Support for staff in their role in anti-bullying

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<tbody>
<tr>
<td>a) All school staff to be trained in prevention and intervention of bullying</td>
<td>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. All staff to be advised who the Anti-Bullying Champion is in each school/organisation. This person should support/advise members of staff with any bullying incidents. To hold Anti-Bullying Forums each term to share good practice and learn more about prevention and intervention of Anti-Bullying work. Poole staff are invited to attend the Health and well being forum held in Bournemouth.</td>
<td>Schools and other partners</td>
<td>Ongoing</td>
<td>Officer and school time</td>
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<tr>
<td>b) To have standard information available in all schools/organisations</td>
<td>Develop a hand book for schools containing resources and information.</td>
<td>Pan Dorset Anti-Bullying group</td>
<td>Summer term 2014</td>
<td>Officer time, Printing costs</td>
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## Priority 6: Monitoring, reviewing and evaluating the impact of the strategy

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<tr>
<td>a) The number of bullying incidents will decrease each year.</td>
<td>Undertake an Annual survey. Anti-Bullying Strategy Group will report on bullying trends. Views will be sought from young people, parents/carers and staff from schools and other organisations The Anti-Bullying Strategy Action Plan will be reviewed annually and updated every 2 years.</td>
<td>Anti-Bullying Strategy Group</td>
<td>Annually from summer 2014 Initial pilot in spring 2014 Bi-annually</td>
<td>Officer time</td>
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The theme for 2013

“Young people to take the lead on creating a future without bullying - using new technologies to promote positive communication rather than being held back by cyber bullying”
The Theme — “young people to take the lead on creating a future without bullying - using new technologies to promote positive communication rather than being held back by cyber bullying”

The context
The Annual Anti-Bullying conference was held on the 22nd November as part of the National Anti-Bullying Week. This year, pupils representing their School Councils were invited to come along to the Civic Centre and share their hopes, fears and concerns in relation to tackling and overcoming bullying based on the 2013 theme. The event was attended by 10 schools and we had 30 young people in attendance.

Date Fri 22nd Nov 2013
Venue - Civic Centre Poole

10.00 am: Arrivals - participants
10.05 am: Intros and domestic Mayor to open
10.15 am: Tell Tale Theatre- “Cyber Island”
10.45 am - into workshops – Tab - Phone – Lap top

Safer schools team workshop for teachers.- Optional

11.00 am Group work – ice breaker– identifying key themes and messages
12.30 am lunch. (Participants can work through if they choose)
1.00 pm Group work to bring together action points and presentations
1.35 pm Guests arrive – light refreshments in foyer-
Outside conference room
1.45 pm Feedback to invited guests and questions. Perusal of displays
2.45 pm Close
3.00. pm Depart
**Progress from 2013 action plan – progress in red, amber and green**

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<th>Action plan based on young peoples key messages</th>
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<td>Utilise Drama productions and workshops to encourage participation in open dialogue.</td>
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| **Black History production**  
Workshops developed at Oct 13 – Annual Youth Conference.  
Colours unite project |
| **ABA conference report to be distributed to heads of schools, Governors and all organisations that work with children and young people** | completed |
| The Art work, poetry and posters produced at the conference will be displayed in the Mayors cabinet from Feb – April 2013 The winners of the Mayors completion to be invited to the Mayors Chamber for certificates and thanks | 3 winners and 9 highly commended | completed |
| **E – book completed and circulated to Schools/Partners end of Feb 2013** | Completed |

**Schools in Attendance and Gender breakdown.**
Schools In attendance

No of Attendees by School

No of Attendees by Age

No of Attendees by Gender

Workshop process
The Young people were divided into 3 group categories; mobiles, laptops and tablets, ensuring participants from different schools were working together to enable them to identify common ground and consensus as to what areas and issues around cyber bullying that they wanted to focus on.

Each group was facilitated by a worker from Open Access team from Children young people and learning.

The aims of the workshops were

- To explore how young people access and navigate the internet
- To encourage young people to share openly in a safe and inclusive environment
- To support young people to use a variety of mediums to express themselves
- To share workshop outcomes in the form of short presentations for invited guests.

**Workshop outcomes Poster design (samples)**

Participants explored the theme creating posters as discussion tools
The Mayor welcomed the young people to the Civic Centre and then took part in the team building exercise “Tell Tale Theatre”

The theme of the story was about exploration and peer pressures while surfing the internet
- Young people discussed and developed the process of working together.
- Table work took place to develop tools for presentation – puppets and props

Mind maps created by young people help shape the process

![Mind map image]

- Internet awareness posts on the school intranet
- Awareness of privacy settings
- The ‘Like’ button
- Easier ways to report cyber bullying
- Settings to block nasty comments, filter bad words, control posts
- Positive comments on someone’s post
- An app that could recognise a threat on a social network site and automatically report it to a CPS etc.
- ‘Childline’ type service that you could call for cyberbullying (posters in schools)
- Filtration system for internet
The young people suggested ways in which we could work with them around the key themes and topics.

- The young people confidently shared the outcomes of their work and took questions from the floor
- Young people from different schools broke down barriers and worked together
- The young people worked together agreeing on process and outcomes, the different schools worked collaboratively and as equals in the process

Limelights Youth Centres contribution to the Conference

Limelights the Club for Young People
Anti-Bullying Art Installation 2013
Young People aged between 9 and 22 designed, discussed and produced a FANTASTICAL SATELLITE to send positive messages from sparkly keyboards and a microphone.
The World Wide Web satellites that connects us all

- The creative process enabled young people from a variety of backgrounds including SEN and disabilities to build a satellite and take part in safe conversations regarding internet use.

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<th>Key Messages from Secondary Schools Council Forum ABA Conference 2013</th>
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<td>Each group gave a personalised performance to convey the depth and content of the workshops</td>
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<td><strong>Key messages</strong>: Young people who attended the conference demonstrated sound knowledge of the internet and its safe use</td>
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<tr>
<td><strong>Key message</strong>: Young people can share their expertise on navigating the internet with less able people.</td>
</tr>
<tr>
<td><strong>Key message</strong>: Young people want action to be taken when any kind of inappropriate behaviour on the internet occurs</td>
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<tr>
<td><strong>Key Messages</strong>: Young people use a variety of social media sites and are open about this. They use the web for social and educational purposes, as well as games. This is a positive message.</td>
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<tr>
<td><strong>Key Message</strong>: Young people use the internet to keep in touch with family and friends</td>
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<tr>
<td><strong>Key Message</strong>: Young people at the conference had a perception that adults do not understand the world wide web and how young people use it.</td>
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</table>
### Action plan based on young peoples key messages

<table>
<thead>
<tr>
<th>Action Plan</th>
<th>By Whom</th>
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<tbody>
<tr>
<td>Intergenerational/peer mentoring work developed whereby young people can</td>
<td>Peter Cooper. Discuss with Culture and Community.PHP, Open Access</td>
</tr>
<tr>
<td>teach and mentor older people. i.e. parents, senior citizens etc. around</td>
<td>Services and other interested partners</td>
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<tr>
<td>use of social media and W.W.Web</td>
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<tr>
<td>Develop a local safe web site whereby young people can share concerns and</td>
<td>Peter Cooper to follow up with Carol Ward. F.I.S- Borough of Poole</td>
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<td>lodge complaints to the police</td>
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<tr>
<td>Promote and publicise ways in which young people can report oppressive</td>
<td>Poole Zone web site for young people to be launched in 2014</td>
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<td>behaviour and hate crimes.</td>
<td></td>
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<tr>
<td>Identify what schools are doing to promote safe use of the internet- what’s</td>
<td>Agenda Item Secondary Schools Council Forum 2014.</td>
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<td>working and can we share it.</td>
<td></td>
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<tr>
<td>Explore the possibility of inviting anti bullying coordinators to the</td>
<td>Peter Cooper</td>
</tr>
<tr>
<td>safer schools session at the next conference.</td>
<td>Yvonne Surman.</td>
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</tbody>
</table>

### To Conclude

This year’s conference was attended by 30 young people from 10 different schools and all worked hard to deliver the key messages outlined in this report.

The next step is to take the issues forward as identified, this year young people demonstrated a keen awareness of safe internet use and were willing to share how they utilise the world wide web as a social and educational tool. They also demonstrated how they would like to work with others to broaden each others understanding of the potential highlights and pitfalls of the Internet. Intergenerational and peer led work were some achievable key themes as well as developing a local web site whereby people could share concerns and report problems to the police or other bodies.

Many thanks to everyone for their contribution please do not hesitate to get in touch if you require any further information regarding the work of the Secondary Schools Council Forum and Poole Anti Bullying Alliance 13-19

**Peter Cooper**  
**Participation Project Co-ordinator – Open Access Team**
Table top work

Friday 22nd November 2013

Questions asked at young people’s presentation at the Anti Bullying Alliance

How do you get onto the internet and what do you do?

Do all internet sites have report buttons?

Do all internet sites pay attention/respond to reports of which young people make?

Does everyone know about privacy settings on internet sites?

Would there be specialised people/groups of people at schools that could help bullied young people feel safe and comfortable?

How would safe areas/zones work at schools and how could you identify all of the bullies and keep them out of the safe areas?

How can you stop/prevent bullying on social media sites i.e Facebook, Skype, Snap Chat, Ask fm, etc?

How can you use the internet safely?

People making fake accounts to hide their identity so they bully/get to their victims. How can you prevent this?

Who can you go to for help about cyber bullying?

How can you or people help stop/prevent bullying?

On Skype you can block/not answer calls. But can you block mms?

How can you communicate with bullies without imposing/bullying them?

What could teachers/tutors/friends/family and the uniformed public services do to help/stop/prevent bullying?
Appendix 2

Anti-Bullying Survey – Schools – January 2013

1. Purpose of the Survey
To assess what progress has been made by schools in anti-bullying work since the launch of the Poole Anti-Bullying Strategy in January 2012

2. Survey group and response rate
A questionnaire was sent to all schools in Poole. There was a 36% return rate. 4 schools were surveyed by face to face interview, a further 12 schools returned questionnaires which they had completed. Therefore a total of 16 schools took place in the survey; 11 first, primary or middle schools, 3 secondary schools and 2 special schools.

3. Key findings
- 13 schools (81%) have a separate Anti-Bullying policy, 2 have anti-bullying as part of their behaviour policy and one has a draft policy not yet on the web site.
- 13 schools (81%) had updated their policy since the launch of the Poole Anti-Bullying policy
- 15 out of 16 schools were aware of the Poole Anti-Bullying Strategy and 7 of the 15 had discussed it in staff training.
- 11 out of 15 schools had put new practices into place since the launch
- All 16 schools have a pupil survey and 12 had undertaken a survey within the last year.
- 15 schools have a parent survey, 7 had undertaken a survey in the past year
- 11 schools had celebrated Anti-Bullying week in 2011 and 13 in 2012
- 10 schools (62%) are engaged in the Rights Respecting agenda, 8 schools (50%) have a peer mediation scheme, 6 (37%) schools are using the Safe Schools and Communities team to help with anti-bullying work, 7 (43%) are using drama, 5 (31%) have an Ambassadors scheme
- 7 of the schools (43%) had sent children to the Secondary Schools council Anti-Bullying conference
- All of the schools keep records of bullying incidents. 10 schools (62.%) collect data via an in-house electronic system and 6 schools (37%) via paper records. 10 schools (62%) had sent recording to the Local Authority. 10 schools (62%) said that their records include actions and 10 (62%) said that they included outcomes
- 2 schools (12.5%) said that they had no recorded incidents of bullying in the last academic year. 6 schools (37.5%) said that they had 1-3 incidents. Two schools had 25 or more incidents recorded. 6 schools said that recording had increased but no schools thought that bullying had increased.
- 8 schools expressed an interest in attending the Anti-Bullying Forum
4. Conclusions

- Approximately a third of all schools responded to the questionnaire. If these schools are representative of all Poole schools, it suggests that there is a lot of anti-bullying work taking place. It is possible that the schools who responded are those who are particularly interested in anti-bullying; however, this survey is a useful indicator.
- This is supported by the Anti-Bullying policy audit which has taken place simultaneously.
- Schools are finding out the views of their pupils and their parents.
- There are a growing number of schools celebrating Anti-Bullying week and a growing number embracing the Rights Respecting agenda.
- All schools keep records of bullying incidents and two-thirds said that they had returned data to the Local Authority, although numbers being returned to the Local Authority are low and do not reflect the numbers being recorded in school, suggesting that only the most serious incidents are being returned to the Local Authority data collection system.
- The small numbers of incidents recorded may suggest that bullying is being prevented by schools by a lot of proactive work. It may mean that only the more significant incidents are being recorded and that friendship issues, early bullying behaviour is being dealt with more informally. The schools with the highest recording levels cannot be assumed to have the highest incidents of bullying as it may mean that they are more pro-active in recognising incidents, recording them and responding to them.
- Schools are using a range of creative methods to provide anti-bullying work.

Creative anti-bullying practice

Schools were asked to list what anti-bullying work they are undertaking, there was a lot of information shared which included the following:

Pupils

- Friendship week
- Anti-Bullying Ambassadors
- ABC Campaign (anti-bullying campaign) in school
- Creative arts competition re ‘how to make school a bully free zone’
- Anti-bullying activity week
- SEAL and Rainbow resources – specific theme
- How to be good friends discussions
- Play ground pals scheme
- Design best paper mache person with anti-bullying slogan competition
- Learning friendship songs
- Drama
- Questionnaires
- Rights respecting activities
- Cyber bullying class using ‘joe’s story’ video clip
- Guest speakers at assembly
- Safe Schools and Communities team sessions
- Schools council
- Attend secondary schools Anti-Bullying Conference in November
- Restorative justice
- Playground helpers scheme
- Diversity conference
- Questionnaires

**Involvement of parents/carers**
- School anti-bullying web-site – with links to information and opportunity to post comments
- Parents group to raise issues
- Staff on school gate to listen to concerns from parents
- Face book page for parent’s comments
- Vulnerable children/bullying issues discussed at weekly staff meetings
- Report cards to parents to ask for comments
- Parent consultations
- Meetings with parents to discuss behaviour policy

**Julie Murphy**  
*Safeguarding Adviser education*  
30.1.2013
Appendix 3 - 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, and 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 educations 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 then 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 uk links 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 or 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 http://www.youngcarer.com/resources
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 4 – Legislation and Guidance

4.1 - Legislation

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 Communications 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(revised March 2014)
- Ensuring Good behaviour in schools 2012

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.


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'.


**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.
4.2 Advice and Guidance Documents

Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies DfE 2011 (updated March 2014)
- 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

DfE Guide for heads and school staff on behaviour and discipline (July 2013)
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-headetachers-and-staff-on-behaviour-and-discipline

DfE Ensuring good behaviour in schools 2012
‘The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn’
It covers
- Behaviour policy
- Powers to discipline
- Searching pupils
- Use of reasonable force
- Allegations of abuse against staff
- Exclusion
- Parents

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/

OFSTED Survey Report: No Place for Bullying
How schools create a positive culture and prevent and tackle bullying

A wide body of research indicates that bullying is a problem for many young people, and that some of this takes place in schools. The aim of this survey was to evaluate
the effectiveness of the actions that schools take to create a positive school culture and to prevent and tackle bullying. A large part of the survey focused on pupils’ own experiences and understanding of bullying and its effects.

In the best schools:
- Bullying incidents were recorded carefully and analysed them to look for trends and patterns
- Training for staff had a high profile and was carefully planned, regular and relevant
- Governors were well informed about bullying

**Recommendations**
School leaders should ensure that their policies and practice consistently contribute to a culture of mutual respect in which unacceptable behaviours, including bullying, are minimised, by ensuring:
- the school has a set of clear, inclusive values that are understood and lived by all members of the school community
- the behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced
- staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils
- pupils and staff understand the importance of using inclusive and non-derogatory language
- pupils are helped to understand the difference between banter and interactions that can threaten or hurt
- all staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying
- staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

Schools should ensure that their curriculum, including their personal, social and health education (PSHE) and citizenship curriculum:
- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- includes a clear progression that takes account of the age and maturity of pupils
- is tailored to the particular needs of the current and anticipated intake of the school
- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

Schools should:
- ensure that they are able to evaluate, at an appropriate time after any bullying event, how effective their action has been
- analyse their information about bullying to assess whether there are any patterns, trends or issues emerging
- use this analysis to plan future actions.

Governing bodies should:
• develop systems to independently seek the views of pupils, parents and carers and staff on a regular basis to evaluate the effectiveness of the leadership’ actions to create a positive school culture for all learners
• require the school’s analysis of bullying and the actions taken to be included in the headteacher’s report to governors and challenge and support the school accordingly
• Providers of initial teacher education should ensure that trainees learn about bullying, including prejudice-based bullying and language, as part of their training on behaviour.

National Curriculum in England: Citizenship Programmes of Study, DFE 2013

Other Ofsted publications
Exploring the school’s actions to prevent and tackle homophobic and transphobic bullying 2014

Briefing for section 5 inspection

Keeping Children Safe in education Statutory guidance for schools and colleges April 2014 - DfE

Section 25 – specific safeguarding issues – bullying including cyberbullying
Links to:
Preventing and tackling bullying – March 2014

Supporting bullied children March 2014

Section 30 – Governing bodies and proprietors should ensure there is an effective child protection policy in place together with a staff behaviour policy (code of conduct)
Appendix 5 - Organisations and resources supporting Anti-Bullying

All of these support services and links to them, can be found in your local Family Information Directory [www.boroughofpoole.com/familyinformation](http://www.boroughofpoole.com/familyinformation)

**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](http://accessdorset.org.uk)

**ACE Education**
Advice and information for parents via advice line and My Child in School advice booklets. Training for professionals.
Tel: 0300 0115 142
[www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Act Against Bullying**
A national charity helping children who are bullied at school.
[www.actagainstbullying.com/](http://www.actagainstbullying.com/)

**Ambitious about Autism**
A national charity dedicated to improving opportunities for people with autism.
[http://www.ambitiousaboutautism.org.uk/page/who_we_are/index.cfm](http://www.ambitiousaboutautism.org.uk/page/who_we_are/index.cfm)

**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.
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Association for Citizenship Teaching**
ACT was founded in 2001 to support the teaching of high quality Citizenship and to promote wider public understanding of the subject as well as research into the participation of young people in society.
[http://www.teachingcitizenship.org.uk/home](http://www.teachingcitizenship.org.uk/home)

**A Telling Tale**
An interactive bullying/respect performance that tells the story of a boy called Tim Vick (victim) and how he became known as LUBLY (bully), including audience participation and follow-up discussion in class groups.
Email: paul.stevens66@btinternet.com

**Beatbullying**
Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.
Tel: 020 8771 8550
[www.beatbullying.org](http://www.beatbullying.org)

**BIG (Bullying Intervention Group)**
BIG are a social enterprise offering the first national award for anti-bullying intervention together with and on-line resources.
[www.bullyinginterventiongroup.co.uk](http://www.bullyinginterventiongroup.co.uk)

**Bournemouth YMCA**
Bully Free Zone
One of the leading peer support projects in Britain. The project aims to raise awareness of alternative ways of resolving conflict and reduce bullying.
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 UK
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.
www.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.com

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: 08088 020 008  
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: 0844 245 1291  
Email: advice@poolecab.co.uk  
www.poolecab.co.uk

Coping with Chaos  
Supporting families caring for a child/children or young person with a disability or special educational needs.  
http://www.copingwithchaos.org/

Diana Princess of Wales Memorial Award for Young People  
The Diana Anti-Bullying Aware is open to primary schools, secondary schools and youth organisations.  
Tel: 0845 337 2987  
www.diana-award.org.uk

Diverse Abilities  
Dorset based charity offering a lifetime partnership of support to adults, children and the families of those with physical and learning disabilities  
www.diverseabilitiesplus.org.uk

Diverse Dorset  
Diverse Dorset is a consortium of partner organisations who share the aim of promoting equality and eliminating prejudice in Dorset. They design, deliver and evaluate bespoke Diversity & Equality Training for schools and other organisations within Dorset involving young people in the planning and implementation of the training.  
http://www.diversedorset.org/

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.  
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. Information provided by the Child Exploitation and Online Protection (CEOP) Centre.  
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
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.
www.stonewall.org.uk/at_school/education_for_all/default.asp

Equality and Human Rights Commission
Promoting and maintaining human rights. Protecting, enforcing and promoting equality across the nine protected grounds...
www.equalityhumanrights.com

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

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: 0800 612 3010
Email: helpline@intercomtrust.org.uk
www.intercomtrust.org.uk/portal.htm

Kidscape
Provides training or 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: 08451 205 204
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: 020 7561 3700
www.leaplinx.com

Let’s fight it together (DVDs)
Resource produced by Childnet. Full teachers’ plan and lesson plan also available.
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.  
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: 0808 800 4104  
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 Healthy Schools Programme  
The Healthy 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

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes. Provide helpline services. Range of anti-bullying advice and resources.  
Tel: 0808 800 5000  
www.nspcc.org.uk

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.  
www.childrenscommissioner.gov.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
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

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

Rights Respecting Schools (see Unicef)

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

Space
Space Youth Project is a group for young Lesbian, Gay and Bisexual, Trans and questioning people under 25 based in Dorset.
http://www.rainbowbournemouth.co.uk/space.htm
Stonewall
A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.
www.stonewall.org.uk

Unicef (The United Nations Children's Fund)
Unicef is the United Nations Program that provides long-term humanitarian aid and assistance to children in developing countries and runs the Rights Respecting Schools Programme in UK schools.
Homepage
http://www.unicef.org.uk/?gclid=CMnNnNf10LMCFanItAodM0QAfA&sissr=1
Rights Respecting Schools Award (RRSA)
http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/

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 683120
www.ukobservatory.com

UK Safer Internet Centre
A partnership of three leading online organisations – South West Grid for Learning (SWGfL), Childnet and Internet Watch Foundation (IWF) – aiming to make the internet a safe and better place for all.
www.saferinternet.org

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 456 6099
Email: vsdorset@victimsupport.org.uk
www.victimsupport.org.uk

Young Minds
Committed to improving children's wellbeing and mental health
www.youngminds.org.uk

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 3334 5300
www.justice.gov.uk
Appendix 6

Anti Bullying Questionnaire for schools
September 2012 – July 2013

Name of school:

Name of person completing the questionnaire:

Role:

Date of completion:

Please use ✓ or delete to indicate which applies, or enter the number requested

1. How many incidents of bullying did you record between September 2012 and July 2013? Please give the number

2. How many of these were related to the following? Please give the number for each category

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td></td>
</tr>
<tr>
<td>Disability / SEN</td>
<td></td>
</tr>
<tr>
<td>Faith / Belief</td>
<td></td>
</tr>
<tr>
<td>Homophobia</td>
<td></td>
</tr>
<tr>
<td>Transphobia</td>
<td></td>
</tr>
<tr>
<td>Sex</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>
3. Have incidents of recording increased? Please delete as appropriate

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

4. Have you identified any themes around bullying in your school over the last 2-3 years? Please tick all that apply

- levels of incidents increasing
- levels of incidents decreasing
- cyberbullying
- homophobic
- racist/faith
- disabled – special needs
- Others – please describe:

Please describe what you have identified e.g. increased levels of seriousness, shift from verbal to physical in a specific category, difference in age groups

5. Did you celebrate Anti Bullying week in ...? Please delete as appropriate

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

If Yes in 2013, how did you celebrate it, what difference did this make?

.
6. What means of preventative work do you engage in and when did this start? Please tick all that apply and provide dates

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rights Respecting</td>
<td></td>
</tr>
<tr>
<td>Peer Mentoring/Buddy Scheme/mediation</td>
<td></td>
</tr>
<tr>
<td>Safe Schools &amp; Communities Team (Police) sessions</td>
<td></td>
</tr>
<tr>
<td>Drama/art about anti bullying</td>
<td></td>
</tr>
<tr>
<td>Anti bullying Ambassadors</td>
<td></td>
</tr>
<tr>
<td>Attend School council AB conference</td>
<td></td>
</tr>
<tr>
<td>Other (please describe below)</td>
<td></td>
</tr>
</tbody>
</table>

7. Do you involve the following in restorative work in PI / bullying incidents? Please tick all that apply

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Safe Schools &amp; Communities Team (Police)</td>
</tr>
<tr>
<td>SNT</td>
</tr>
<tr>
<td>Safer Communities Team</td>
</tr>
<tr>
<td>Community and Equality Manager (formerly Corporate Equalities Officer)</td>
</tr>
<tr>
<td>Anti bullying lead / Safeguarding Adviser</td>
</tr>
<tr>
<td>Other (please specify below)</td>
</tr>
</tbody>
</table>
8. Do you undertake a survey or other process for gaining views about bullying? Please delete as appropriate and provide the date of the last survey/event

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Parents/carers</td>
</tr>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

What did you do?

9. What training do you provide for your staff re bullying? How is this delivered? What training has been most effective?

10. Does a representative from your school attend the Anti Bullying Forum?

<table>
<thead>
<tr>
<th>Always</th>
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</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

What themes would you like covered at the Anti Bullying Forum?


11. Do you record complaints about how bullying / prejudice incidents were handled by the school? Please delete as appropriate

Yes | No
---|---

If yes, how many such complaints were handled between September 2012 and July 2013, and of these how many were escalated to the Governors or Ofsted? Please give numbers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escalated to the Governors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escalated to Ofsted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How many incidents of bullying involving pupils from your school between September 2012 and July 2013 have led to parents or others contacting the police (not the Safer Schools & Communities Team)? Please give the number

13. If you are able, please could you share a bullying case where you took action and there was a good outcome.

14. Is there anything else would you like to tell us about the anti bullying work in your school?
15. Are there any themes you feel you would like assistance to work with and/or you would like to work on collaboratively with other schools?

16. Do you have a specific Governor for behaviour/anti bullying?

17. Do your governing body receive an annual report on bullying?
Appendix 7 - 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

NSPCC - School bullying
Alana James
PhD Researcher (Goldsmiths, University of London, NSPCC) February 2010

Characteristics of bullying victims in schools (2010)
This study by the National Centre for Social Research identifies factors associated with being bullied, using data from the Longitudinal Study of Young People in England (LSYPE) which tracked over 15,000 young people between 2004 and 2006, interviewing them at 14, 15 and 16 years old.

Anti-Bullying Alliance research

Bullying: NCB Library Highlight no 261
Summary by Professor Peter Smith (Goldsmiths) of recent research into prevalence and causes of bullying, and effectiveness of interventions.

'The Use and effectiveness of Anti-bullying strategies in Schools', Goldsmiths College 2010 for the DfE
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/D FE-RR098

Bystander research briefing (2006)

Research produced by ABA members

Estimating the prevalence of young people absent from school due to bullying
Report of research carried out for Red Balloon by the National Centre for Social Research (NatCen) in 2010-2011

School bullying: research briefing (2010)
Written by Alana James for NSPCC, this briefing is based on a literature review and sums up the current state of knowledge about the nature and extent of bullying in schools, looking at the causes and what makes some young people more vulnerable than others.

MCC and Chance to Shine survey on bullying in sport. In a survey of parents, two-thirds (66%) of 1,010 parents of children aged eight to 16 polled say they witness different forms of mental intimidation while watching their children play sport. More than two fifths of parents (42%) say their child lost confidence after being bullied on the playing field, a fifth feel their child was reluctant to take part in sport as a result of the mind games; while one in 10 parents reports that their child gave up at least one sport entirely as a result. In a separate survey of 1,250 children, aged eight to 16, 68% say they see verbal abuse during school matches and over half (51%) admit to being a victim of teasing, taunts and threats on the sports field. The majority (55%)
also witness physical violence, with a quarter of children seeing a team mate deliberately tripped, kicked or pushed over. According to the research, three fifths of children feel unable to tell anyone about the bullying. Asked ‘why not?’ a number of children say they were ‘too scared’ or that there was 'no point'. Bullying in school sport - parents’ survey and Bullying in school sport - children's survey are available on the Chance to Shine website.

**Bullying Prevention is Crime Prevention**, a report by Fight Crime: Invest in Kids, 2003

**Research into Internet Safety and Cyberbullying**


**Research produced by ABA members**

The Essex Cybersurvey: young people talk about cyberbullying (2010) [PDF 308KB] Report of a survey of over 1400 secondary school pupils, carried out in Essex in 2010. The Cybersurvey was developed by Adrienne Katz, Director of Youthworks Consulting Ltd.

**UK based research**

Livingstone, S, What bothers children online? (Feb, 2013) http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/EU%20Kids%20III/Reports/Intheirownwords020213.pdf

**Research into Homophobic bullying**

Stonewall’s research, The School Report 2012, shows that more than half (55 per cent) of gay young people experience homophobic bullying and almost all (99 per cent) hear the phrases ‘that’s so gay’ or ‘you’re so gay’ in school... http://www.stonewall.org.uk/at_school/education_for_all/secondary_schools/homophobic_bullying/

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

The bullying of children with special educational needs and/or disabilities Colleen McLaughlin Richard Byers, Rosie Peppin Baughan and Caroline Oliver. 2012
CHAIRMAN’S REPORT ON BULLYING IN SCHOOLS
5. **FINDINGS**

5.1 The Working Party recognises Poole Schools are working hard to tackle the bullying issue and that with the support of the Local Authority good progress is being made. However, the recognition of the problem and the approaches taken to deal with bullying do vary considerably. It is therefore important that the Schools, Local Authority, external agencies such as the Police, Parents, the Anti-Bullying Strategy Group and the Children’s Safeguarding Board work closely together sharing information and extending the examples of good practice that currently exist. To this end the Working Party has identified a number of areas for further exploration and development. These include:

a) A need for schools to acknowledge that bullying takes place. The Working Party recognises that to do this requires a certain degree of courage. It can be seen as a high risk strategy because of the possible impact upon a school’s reputation. However, we would argue that to confront the issue head on; to be proactively involved in tackling all aspects of bullying, and keeping parents fully informed and involved will actually enhance a school’s reputation. Furthermore it significantly improves the social and emotional environment. Vulnerable students will feel valued, their self esteem will grow and their academic performance improve.

b) Cyber Bullying. This is of growing concern and needs to be addressed as a high priority. The local police have a significant role to play and their continued involvement with our schools is essential. With the Safeguarding Board and Anti-bullying Strategy Group also working in partnership it should be possible to develop appropriate strategies and disseminate these throughout the schools. Clearly without Parent involvement as well, this will remain a problem area. The work of the Safe Schools and Communities Team, involving sessions for parents about E-safety and cyber bullying needs to be encouraged.

c) Social networking sites, such as Facebook. These are now very much the norm and it is important that schools recognise this fact not only because of the need they create for safeguarding but also because they are an important communication tool. There is a challenge for schools to embrace the opportunity social networks provide to increase their own awareness of issues being raised by the parents of their students.

d) Recognition that schools record incidents in different ways and that not all incidents are reported back to the Local Authority. This raises two issues for the Local Authority. Firstly, is there value to be gained from schools reporting every single incident? If so then this must be made clear to all schools. If not, then there must be clarification of the information actually required. Secondly, additional work may be needed to clarify the definition and understanding of bullying. There should not be one definition for the Local Authority’s own work place and another for its schools. The Working Party regards the recording of all incidents, no matter how small, as good practice and should be encouraged across all schools.

e) The impact of Ethnicity. In the schools visited the proportion of BME
students was relatively low and seldom exceeded the average for Poole as a whole. Whilst recognising that discriminatory bullying of pupils from BME groups or of pupils with disabilities was relatively low it nevertheless did occur. In some instances it was believed to be a “last resort”, the perpetrator having run out of other words/phrases to use during an incident. It was therefore not always seen as deliberate or premeditated but nevertheless had to be recorded as a racist incident. The Working Party feels further work is needed to explore how best to handle such situations and what procedures should be agreed. As the proportion of BME students increases this prejudice bullying could become more pronounced so it is important an effective strategy is developed sooner rather than later and applied across all schools.

f) The Home Environment. Children and young people may pick up inappropriate behaviour and language from their home environment. Therefore it is important to involve parents/carers and family members in any attempt to resolve a bullying incident. As well as the language used in home settings, the impact of influential television programmes and computer games were seen as factors that could lead to children becoming bullies. In homes where aggressive or violent behaviour occurs children may come to accept this as their normal behaviour pattern. The work carried out by the Domestic Violence Working Party may be of value in this context. The home environment is a very difficult area for schools to deal with but it is important that parents/carers are made aware of what is acceptable, as well as unacceptable, behaviour within the school premises. It is perhaps pertinent here to refer again to the value gained from being a Rights respecting school, noting that with an acknowledgement of rights are associated responsibilities.

g) Access to information. The development of school websites provides an excellent means of supplying large quantities of helpful information which the majority of parents can readily access. Many schools publish their policies in this way, however, the Local Authority’s recent audit revealed a lack of consistency with a number of anti-bullying policies either not accessible or not updated. In addition it was not always clear whether the Authority’s current anti-bullying policy had been integrated into the school’s own policy. The Working Party felt this was an area schools needed to address sooner rather than later since bullying is perceived to be a significant issue amongst young people and their parents. In addition the Working Party would like to commend those schools which use student and parent questionnaires but felt that it would be helpful to publish the results on their websites. It is noted that this set of issues is also being addressed by the Strategy Group and Forum.

h) Impact on later life. The Working Party members recognise the importance of preventative action on bullying, and the subsequent possible effects that bullying can have on children and young people, not only through their earlier years but later in life. The cover sheet to this report demonstrates through simple but striking imagery the indelible effects on an individual’s emotions, personality and development. It is not an accident that links between bullying and
criminal offences have been identified; that bullying affects mental health and in extreme cases is responsible for a significant number of suicides amongst young people. It is therefore imperative that our schools, together with the Local Authority and other Partners continue to take a proactive stance against bullying by enabling good practice in all aspects of school life to be shared by all.

6. **RECOMMENDATIONS**

In the preceding discussion some examples of good practice have been identified together with a number of suggestions for further consideration. Clearly a reduction in the incidents’ of bullying in our schools can only be achieved through continued effort and even greater co-operation between all partners. To enable this to happen the Working Party suggests the following:

6.1 i) That the Local Authority continues to promote a discussion with schools about the importance of perception in aiding a wider understanding of bullying and assists schools to understand the implications of this when dealing with individual cases.

ii) That the Local Authority clarifies its own requirements in terms of recorded data and promotes a consistent approach to recording and reporting. That schools are encouraged to take a transparent and open view of bullying and in doing so ensure all relevant documentation is readily accessible on their websites.

iii) That Governors are supported develop a more proactive role, challenging their schools where appropriate and ensuring schools in Poole continue to develop and implement to their anti-bullying policies. The local authority continue to support through its training programme and emphasises the responsibilities Governors have to ensure that schools can demonstrate the impact of anti-bullying policies and practice.

iv) That Partnership working is further developed, in conjunction with the expansion of an Anti-bullying programme which could provide for greater inclusion of parents.