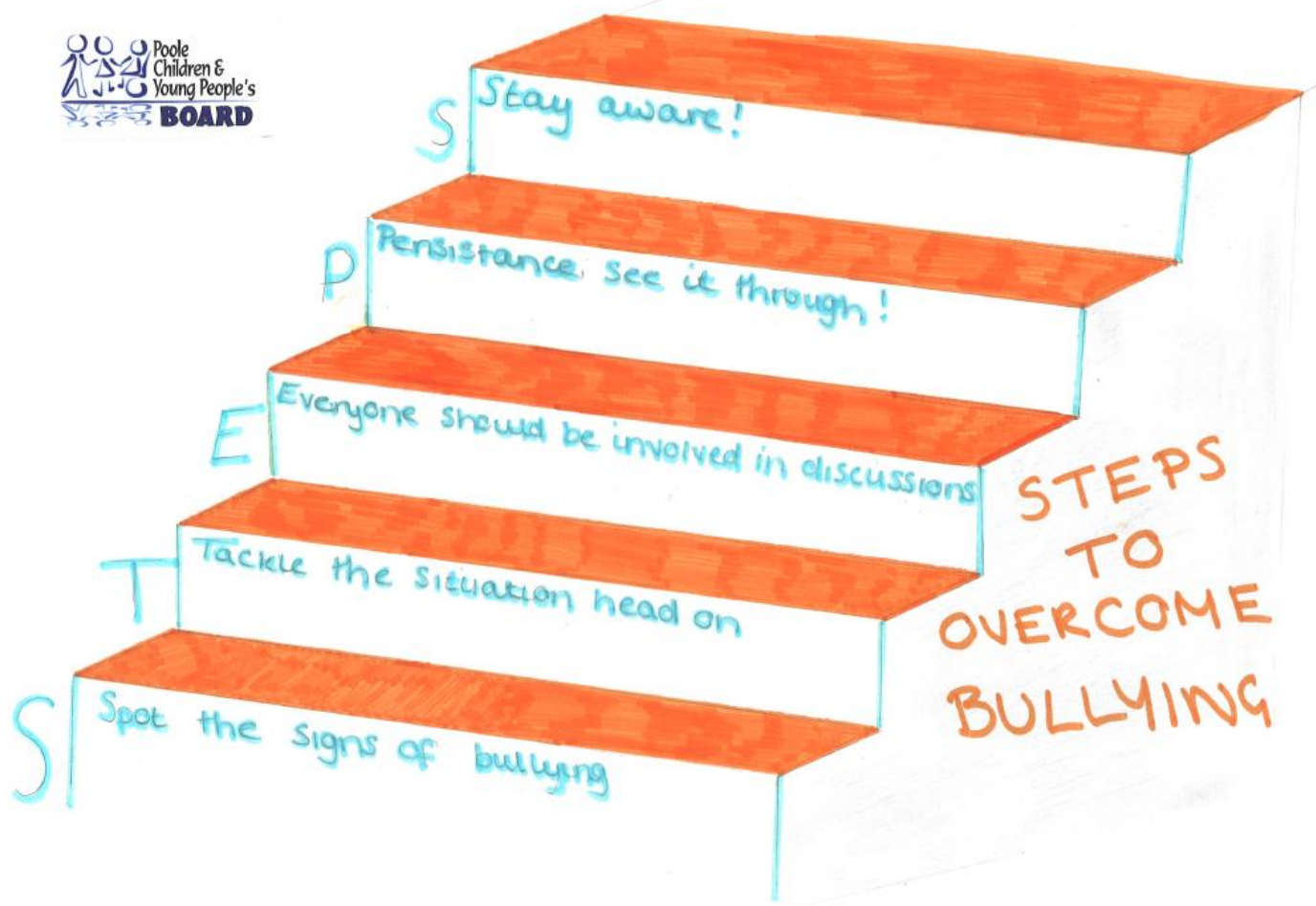**Anti-Bullying Strategy, Action Plan,
Guidance and Resources
2016-2018
The Borough of Poole
Children's Services**

Anti-Bullying Strategy Action Plan
Guidance and Resources
2016—2018
The Borough of Poole
Children's Services

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1. Foreword

We are delighted to present the updated 2016-18 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 has continued to be development 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 continue to be 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 ongoing 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.

Cllr White   **Date   10.8.16**
Portfolio Holder for Children's Services

Jan Thurgood   **Date: 10.8.16**
Strategic Director – People Theme

Introduction

The Strategy was first launched in January 2012, revised in 2014 and in 2016. Since 2012, every school has had a member of staff identified as the Anti bullying Champion. Most Champions work directly with the pupils to run anti bullying schemes such as peer mentoring, buddy schemes and Anti bullying ambassadors. Anti bullying work is one of the safeguarding aspects schools are asked to review in their annual safeguarding audits. During the consultation with young people in 2014 although bullying was not mentioned as a key concern, it was identified that specific groups are particularly at risk of bullying with SEND young people being found to be most at risk of name calling. The challenge from social media and cyber bullying has increased. The Prevent agenda has led to a lot of work taking place in schools in relation to British values , celebrating differences while preventing extremist views which could lead to illegal activity. All of this relates to the anti bullying agenda.

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, inappropriate exposure to social media, gaming and other forms of technology.

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 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.

A review of activity from January 2014 – March 2016

What has been taking place?

- The **Secondary schools Anti-Bullying Conference** was held in November 2014 during anti bullying week.
- Tackling bullying was a priority for **Poole's Member of Youth Parliament** and deputy in 2015.
- Tackling bullying was a priority for Poole's 2015/6 **Children and Young People's Board** and they undertook a training session with professionals at the Anti bullying Forum in March 2016 **(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.
- In November 2015 there was a **media campaign** together with input from the Family Information service in Poole. Many schools contributed information about what they were doing for Anti bullying week as well as the Member of Youth Parliament and Children and Young People's Board. See Appendix 8
- 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. Several secondary schools have sent pupils to Diana anti bullying ambassadors training at regional venues and Parkstone Grammar hosted the **Diana anti bullying ambassadors training in March 2016** which was open to all schools in the area.
- 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.
- All schools have behaviour policies which include how bullying will be dealt with. Many have stand alone **anti-bullying policies**. These are publicised on school web sites. Anti bullying work forms part of the **annual safeguarding audit review** undertaken by the Designated safeguarding Leads and signed off by Governing bodies. The Education Safeguarding advisor and LADO always talks through anti bullying work on her audit visits to schools
- An **anti-bullying survey** is conducted to assess what progress had been made by schools in anti-bullying work since the launch of the Strategy. Information from the survey was shared with other schools/organisations to encourage good practice. (**see the outcome of the 2014 and 2015 surveys in Appendix 7**)
- There was an **anti-bullying stall at the Parents are Experts (PAX) conferences** for parents of children with special educational needs or disabilities in 2014 and 2015 in order to raise awareness, provide advice and pass back any concerns to relevant agencies.
- Discussions have been held with parent representatives at **Poole Parent's Voice** to gain views and share information about bullying

- 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** is held each term for all practitioners working with bullying issues, usually attended by the Anti-Bullying Champions. This is now well established with good attendance. Young people are often invited to attend which gives them an opportunity to advise professionals about their key concerns about bullying as well as share their solutions to enhance good practice.
- The police have set up a new system where any referrals coming to the police in respect of **bullying incidents are referred to the Safe Schools and Communities team.** Wherever possible the SSCT will then work with the young person's school to resolve the incident, undertaking restorative work etc. This has led to less criminalisation and effective intervention at the first level.
- The **LSCB Safeguarding in Education group** has a standing agenda item referring to Anti bullying as well as E safety. The LSCB monitors and advises on the work of agencies in relation to bullying as part of the wider safeguarding agenda. There is sign up from all schools whether maintained, academy and independent to the LSCB Compact.

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

- A **BME group** meets to consider safeguarding issues. At one meeting in 2015 this considered bullying. The Education Safeguarding Advisor and LADO attended to respond to the concerns of the group plus to raise awareness of the Strategy.

- The **Prejudice Free Dorset Group** (PF) is a multi-sector group from the public, private and voluntary sector working together in Dorset to challenge prejudice so that all individuals can go about their daily lives safely and with confidence and to enhance individual's feelings of safety. Their website has information about how to report hate crime and prejudice incidents as well as information about support to those affected. A conference was held and issues raised at the conference were brought to the Strategy group and Anti bullying forum. It was recognised that it is important for education settings to inform and involve their local communities in the anti bullying and prejudice work they are undertaking. http://www.prejudice-free-dorset.co.uk/

What is "bullying"?

The Department of Education definition

Preventing and Tackling Bullying – DfE March 2014 (revised Nov 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

What Is Bullying

What some consider teasing, others can see as bullying. There is no legal definition for bullying but it is usually understood as repeated physically or/and emotionally hurtful behaviour. It can take many forms, including:

- **Physical bullying;** it involves hitting, kicking and other types of physical harm including destruction of one's possessions
- **Verbal bullying;** it encompasses name-calling, teasing, intimidating and spreading hurtful rumours
- **Cyber-bullying;** it involves sending harassing, threatening and humiliating text messages, emails, posts, blogs, etc. as well as spreading hurtful rumours via the Internet and calling on the phone at inappropriate hours

Who Is Vulnerable To Bullying?

Any person can be bullied. Many are bullied for race, religion, sexual orientation and even the types of clothes they are wearing, while some are also bullied for no apparent reason.

Who Can Be a Bully?

Any person who deliberately hurts another person either physically, verbally or via online/phone is a bully. Sometimes, however, they are not aware that their behaviour is perceived as bullying by the victim. Bullies can be other children of the same age or older who live nearby, go to the same class or extracurricular activities but bullies can also be adults and even family members. But when an adult is physically or verbally harassing a child, it is defined as child abuse.

Consequences of Bullying

All forms of bullying cause a serious emotional distress which often leads to anxiety, fear, low self-esteem, feelings of worthlessness and depression. Children who are bullied are often also afraid to go to school and make up health problems to stay at home. Many, however, develop actual health problems due to the stress such as frequent headaches and stomach aches, and decline in school performance. The research reveals that bullied children are also more likely to think about committing suicide. According to some experts, 44 percent of suicides by young people in the UK are linked to bullying.

How Common Is Bullying in the UK

Government reports and results of research on the issue of bullying in the UK reveal that:

- nearly one half of children and young people said they have experienced bullying at some point of their lives
- nearly 40 percent of young people report to experience cyber-bullying
- more than 30,000 children called ChildLine due to bullying in years 2011-12
- nearly one fifth of bullied children don't want to talk about it with their parents
- more than one half of gay, lesbian and bisexual young people experienced bullying due to their sexual orientation
- more than a quarter of bullied kids don't tell anyone about it

  (Information taken from the Anti bullying alliance web site Feb 16)

What does the law state about bullying?

The Education and Inspections Act 2006
Section 89 of the Education and Inspections Act 2006 provides that maintained schools 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.

Independent School Standard Regulations 2010
The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010
The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. 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
▪ foster good relations between people who share a protected characteristic and people who do not share it.

Government Guidance

Keeping Children Safe in Education (KCSIE)

Preventing and Tackling bull**y**ing 2014

Supporting children and young people who are bullied: advice for schools 2014

Cyber bullying: advice for Head teachers and school staff 2014

Further information on bullying including cyberbullying

What does Ofsted expect ?

http://educateagainsthate.com/teachers/which-children-and-young-people-are-vulnerable-to-radicalisation/

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', 2014, gives guidance to schools about bullying.
  https://www.gov.uk/government/publications/preventing-and-tackling-bullying#history
- 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.
- **Early Help 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.
- **Young People Centres and Projects** have a role in facilitating that young people's voices are heard and ensuring they are acted upon
- **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. **Children in care** are at increased vulnerability of being

bullied. Being in care makes children different to their peers as they do not live at home with their parents and may live with foster carers or in a children's residential home. Children in care are likely to have experienced harm and their self confidence and self esteem will be low. Children in care may find themselves living in a different community or attending a new school. This increases their isolation, reduces further their emotional resilience and limits their immediate support networks. It is important that children in care are recognised as a significantly vulnerable group of children who may also have one or more of the protected characteristics which further increases the likelihood of being bullied.

- 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.

- **Schools and Child and Adolescent Mental Health Services (CAMHS)** work 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 4.**

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 2014) It is the responsibility of each school to have an effective system to collate data relating to bullying and prejudice incidents.

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 7 – 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's voices to be heard by professionals in relation to anti-bullying work in schools, other organisations and their wider communities. Professionals need to take account of these views when developing their anti bullying work.

Outcome: Each school/organisation should consult with children/young people regarding their views about safety including 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. 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
  http://www.anti-bullyingalliance.org.uk/resources/school-assessment-tools/

  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

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.

Schools should report at least annually to their governing bodies on their Anti-Bullying policy and practice .This will be part of the Safeguarding Children in Education (S175/157) Self Evaluation audit. The LSCB have a recommended audit tool.

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
- 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.

- Anti bullying work must link to the school Prevent agenda in order to reduce any impact of bullying or prejudice which may contribute towards vulnerability to radicalisation
- 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'.
- Over the past 3 years pre-school providers have had a variety of opportunities to attend a series of workshops on the development of emotional intelligence in vulnerable children, as well as a conference on 'Mental Wealth' for under 5s. In the coming academic year a practical guide and tool to support young children's self-regulation skills will be rolled out
- 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 web site. The policy must be driven and reviewed annually by the Senior Leadership Team and the Governing Body. Schools need to take account of Ofsted frame work 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. Good practice can be shared with parents and the community via the use of social media and the press.
- 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** 4)
- 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
- Review of incidents which may include data collection and analysis

- Prevention
- Responding and intervention
- Involving pupils
- Engaging parents and carers
- Staff training and development
- How anti bullying work links with other school agendas and policies e.g. Safeguarding policy, British values, the Prevent duty, SEND

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 including foster carers and adoptive parents 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, SEND IASS Special Educational Needs and Disability Information Advice.
- Parents are offered support where they are struggling to manage difficult behaviour in the home e.g. use of pastoral care workers, family outreach workers or Social Care where appropriate.
- Foster carers and adoptive parents will be given written advice and guidance in relation to bullying from Children's Social Care who will work with children and relevant agencies to ensure that bullying is actively discouraged and that all incidents of bullying are identified and acted upon to ensure children in care and adopted are safeguarded.
- 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 4**)
- 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.
- Head teachers and school governors will be responsible for ensuring that all of their staff are aware of Government guidance on behaviour management and tackling bullying, this strategy, the individual school Behaviour and Anti-Bullying policies and how to implement them. Anti-bullying and behaviour management should be included in staff safeguarding training 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.
- All local authority staff, foster carers and residential care staff are given written advice and guidance in relation to bullying and will work with children and relevant agencies to ensure that bullying is actively discouraged and that all incidents of bullying are identified and acted upon to ensure children in care are safeguarded.
- Staff are made aware of resources on the internet which can help such as those in **Appendix 5**
- Anti bullying will be part of the Safeguarding audit and the Education Safeguarding Advisor and LADO will discuss anti-bullying on visits to schools and offer advice.
- An Anti Bullying Forum has been established for practitioners and will run 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.

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

Key activities:
- The Poole Anti-Bullying Strategy group 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.

5. Action Plan 2016 - 2018 (Priorities 1 - 6)

Poole Children's Services Anti-Bullying Action Plan 2016 – 2018

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

Outcome	Action	By whom?	By when?	Resources
a) Gain a better understanding of the nature and incidence of bullying in Poole and the effectiveness of different interventions.	To undertake an annual survey of schools relating to incidents of bullying and Anti-Bullying practices	Anti-Bullying Strategy Group in partnership with schools and Poole Heads Association	To be conducted each September relating to statistics from the previous academic year	Anti-Bullying Strategy Group time Lead officer anti-bullying time Admin/research time School time
b) LA and LSCB are aware of trends in bullying incidents in schools, can compare with regional and national data, all of which will inform the yearly action plan	Information collected will be collated and analysed by the LA.	Anti-Bullying Lead to analyse and write reports in conjunction with the data team	Annual review of action plan Annual analysis and consideration of data	Officer time Admin

Priority 2: Consultation with children and young people

Outcome	Action	By whom?	By when?	Resources
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	Schools to devise a school survey, school council agenda or other means to consult with pupils on safety including bullying and prejudice , on an annual basis	Schools School Councils and Young People Forums	Individual schools to provide feed back to Anti-Bullying Strategy Group via the annual survey	School staff time to develop, implement and analyse consultations
b) Other organisations to take account of service user views about bullying to make services more effective	Other Children's services to consider and implement ways of collating views from service users	Children's Services partners	On-going	Officer time

c) Children and Young People will contribute to the development of the strategy, ensuring that the strategy takes account of the issues that are most relevant to them.	Anti-Bullying Strategy Group to link to existing participation forums Young people's input will contribute to the development, review and monitoring of the Anti-Bullying Strategy	Participation Team Schools Young People Forums	Ongoing through the cycle of the action plan	Officer Time Young people's time

Priority 3: Schools'/other organisations' work with pupils				
Outcome	**Action**	**By whom?**	**By when?**	**Resources**
a) There will be priority given to anti bullying work with a co-ordinated response to both prevention of and intervention in bullying.	Each school organisation will appoint an Anti-Bullying Champion. Their name will be identified in the LSCB Compact.	Schools/other organisations	On-going	Staff time
b) Positive preventative action will reduce the amount of bullying incidents occurring and help children and young people to feel safer 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.	Ensure the Rights Respecting Schools Award's or similar is promoted . Support the development of means in school to prevent bullying e.g. PSHE , anti-bullying week, assemblies, Anti bullying Ambassador and mentoring schemes 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.	Schools Other organisations Anti-Bullying lead Early Years managers	On-going	Staff time Staff time Training budget

Outcome	Action	By whom?	By when?	Resources
c) Improving the recording and handling of school based incidents by ensuring that incidents are referred back to the school to deal with instead of the police. The SSCT can support the school	To use the 'School Incident Procedure' (police) to enable schools, SSCT and parents to work together effectively.	SSCT and Schools.	Ongoing	Police time

School Anti-Bullying Champion

Other officer time |
| d) Schools and other organisations will have anti-bullying policies which are understood by all staff, to improve practice. | All schools to review policies annually at Governing Body Meetings. | Anti Bullying Champions SLT Governors | On-going | School time |
| e)To take action in order to try to prevent bullying occurring | Schools to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring | All school staff

Engage appropriate outside agencies to assist (see above) | On-going | School time |

Outcome	Action	By whom?	By when?	Resources
f)Incidents of bullying where a child with SEN or a disability is the victim or perpetrator, are reduced	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	Head Teachers	On-going	Officer time
g)LA and schools promote the role of children and young people in Anti-Bullying work e.g. peer mentoring, buddy systems, peer mediation, running workshops for staff.	Anti-Bullying Strategy Group to link with schools and agencies to promote current and additional provision	Anti-Bullying Strategy Group with partners Partners	On-going	Officer time

Outcome	Action	By whom?	By when?	Resources
h)Young people feel safe in school and that when bullying occurs it is dealt with effectively	Clear system of sanctions in place for when bullying occurs; is applied fairly, consistently and reasonably; consideration to be given to the use of restorative justice	Schools Safe Schools and Communities Team	On-going	Officer time
i)Children are aware of help lines and services they can access for themselves	Advise young people of relevant help lines and organisations that can support them with anti-bullying issues	Schools Family Information Service Youth workers	Ongoing	Internet access Leaflets
J) Anti bullying work links to the Preventing extremism agenda in order to reduce any impact of bullying or prejudice which may contribute in any way towards vulnerability to radicalisation	Review policies and practice to ensure policy and practice is appropriate and takes account of the Prevent agenda	Prevent lead Anti bullying Champion SLT Governing body	Within 3 months of receipt of this strategy	School officer and Governor time

Outcome	Action	By whom?	By when?	Resources
k)Schools and other partner agencies provide access to counselling/therapeutic interventions for children involved in bullying.	Schools to keep up to date with available services. All agencies working with children and young people that provide counselling and therapy keep up to date with bullying issues and are able to respond appropriately.	Anti-Bullying Strategy Group Schools pastoral work School Nursing Targeted services Educational Psychology CAMHS	Ongoing	Officer time
l)A well-organised support service is available to children in every school to support both victims and perpetrators of bullying behaviours.	Head teachers and governors to undertake reviews, identify areas for improvement Each school/organisation to have an Anti-Bullying Champion. Anti Bullying Ambassadors, peer mentoring and other forms of support from pupils should be considered.	Head teachers Governors	On-going	Officer time

Priority 4: Support for parents and carers

	Outcome	Action	By whom?	By when?	Resources
a)	Information provided to parents and carers about individual school and other organisations anti-bullying policies	Individual schools and other organisations advertise their anti-bullying policies e.g. on web sites, parent's evenings	Schools Partners	On-going	School time and that of other partners
b)	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	Parents Evenings, newsletters, school websites, special training sessions e.g. E-Safety Representative from Anti-Bullying Strategy Group to up date Parents Voice and Parents forum annually	Schools Safe Schools and Communities Team Lead on Anti-Bullying Strategy	On-going	Internet Leaflets Training session costs Lead Officer time
c)	Parents/carers to be well informed about where to go for general or specialist advice about bullying	Advice made available e.g. Family Information Service, bullying advice websites (ParentlinePlus, Kidscape helpline or the Anti-Bullying Alliance or other specialist advice)	Schools School nursing CYPL Family Information Service Libraries	On-going	Internet Leaflets Public notice boards in schools and other organisation
d)	Parents/carers are able to support their child when a bullying incident has occurred	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	Schools Other organisations where bullying has occurred	On-going	Staff and parent/carer time

Outcome	Action	By whom?	By when?	Resources
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
e) To ensure children in care and those adopted are safeguarded, that bullying is actively discouraged and that all incidents of bullying are identified and acted upon.	Foster carers and adoptive parents are given written advice and guidance in relation to bullying and will work with children and relevant agencies.	Social Care Managers	Autumn 2016	Officer time

f) Parent/carer complaints re: bullying are managed consistently and effectively by schools	Schools complaints procedures to include opportunity to raise issues about bullying Parents to be advised that the SSCT can be involved to discuss appropriate action. Parents advised that they can contact Ofsted or Department of Education if not satisfied with schools handling of bullying situation SEND IASS Special Educational Needs and Disability Information Advice (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.	Head teachers Governors, there could be a designated Anti-Bullying/behaviour Governor, this could be the safeguarding Governor. SSCT SEND IASS Community Safety Manager Anti-Bullying lead	On-going	Officer and governor time

g) 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 outreach workers, Social workers if meets threshold, Family information service, support and advice lines	All agencies working with parents and carers	On-going	Officer time

Priority 5: Support for staff in their role in anti-bullying

Outcome	Action	By whom?	By when?	Resources
a) All school staff to be trained in prevention and intervention of bullying	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.	Schools and other partners	Ongoing	Officer and school time
	To hold Forums each term to share good practice and learn more about prevention and intervention of Anti-Bullying work.	Lead Officer for Anti-Bullying and Anti-Bullying Strategy Group	Each term	Forum costs

b) To have standard information available in all schools/organisations	Anti Bullying Champions to disseminate information in the Poole Anti Bullying Strategy for all staff.	Anti-Bullying Champions	Autumn term 2016	Officer time
c) To ensure children in care are safeguarded, that bullying is actively discouraged and that all incidents of bullying are identified and acted upon.	All local authority staff, foster carers and residential care staff are given written advice and guidance in relation to bullying and will work with children and relevant agencies.	Social Care Managers	Autumn 2016	Officer time Foster carers

Priority 6: Monitoring, reviewing and evaluating the impact of the strategy				
Outcome	**Action**	**By whom?**	**By when?**	**Resources**
a) The number of bullying incidents will decrease each year.	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.	Anti-Bullying Strategy Group	Bi-annually	Officer time

6. Appendices

Appendix 1

We are the Children and Young People's board which is made up different groups in Poole from schools to Youth Groups. We meet monthly to work on our annual project – this year our mission is to tackle bullying, an issue that we felt was important after both our initial meetings and listening to the groups we represent. The 2015 Member of Youth Parliament, Matt, also championed this issue as his main priority.

Children and Young People's Board
Summary of Anti Bullying Work

The Children and Young People's Board is made up of individual representatives from different groups in Poole from schools to Youth Groups. We were recruited in 2015 and, after finishing the previous project from the 2014 Board, 14 of us set about tackling our own project. Our mission was to tackle bullying; an issue that we felt was important after both our initial meetings and listening to the groups we represent. The 2015 Member of Youth Parliament, Matt (also a board member) was also championing this issue as his main priority.

After several sessions exploring what our main messages were, and drawing on a range of creative techniques (including playing with playdough) to help explore our feelings in relation to the topic, we decided that we wanted to share our thoughts with teachers who had the power to make a difference with the messages. In September, The Education safeguarding advisor and LADO (Anti bullying lead) attended a meeting and we explored her role and the 'AntiBullying Forum' she coordinates and felt this would be a great way of sharing with schools and getting our views heard collectively.

At the meeting we didn't want to do a presentation but have an interactive session where we had the teachers participate, use a range of medias to highlight issues and give the teachers practical tools and resources to take back into their schools.

Outline of session to the Anti-Bullying Forum, 2nd March 2016.
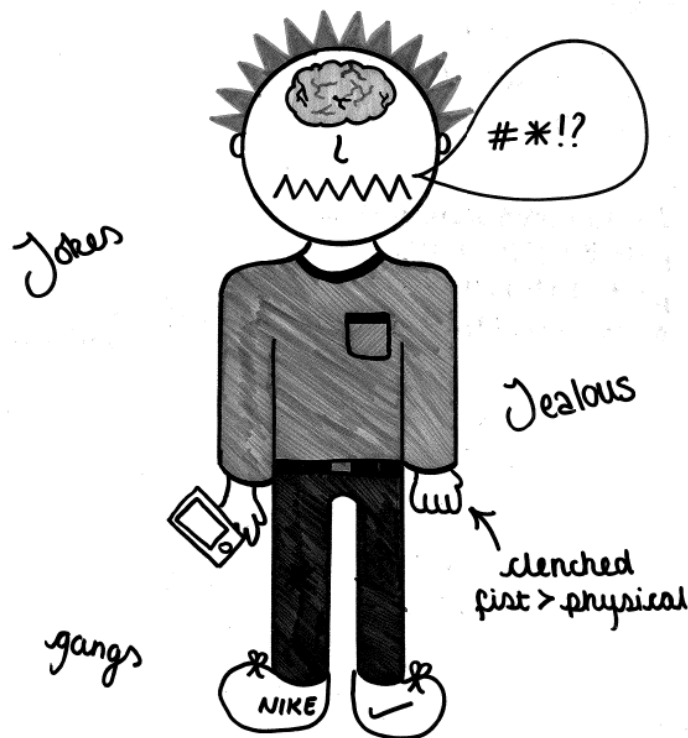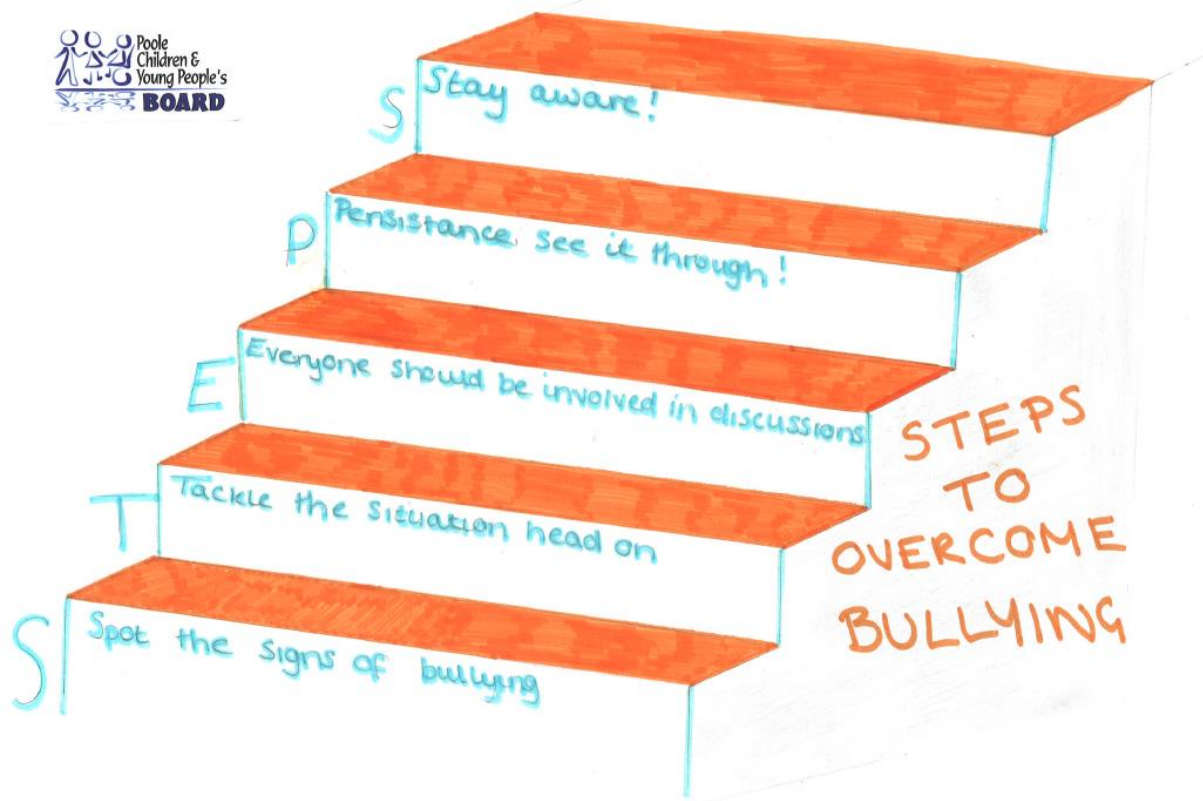

8 board members presented.

- Introduction to us and priority (statistics from the Annual Bullying Survey 2015)

- Introduction to our 'steps' to tackle bullying[1]
  https://prezi.com/yiizqmiv8tb7/spot-the-signs/?utm_campaign=share&utm_medium=copy

- Activity – draw a bully (see picture below)

- Sharing our short film – an extreme example of bullying in the classroom

- Action planning in schools – 'How will you use what you have heard today?'

- Feedback and close

The young people designed **STEPS**: **S**pot the signs, **T**ackle the situation head on, **E**veryone should be involved in discussion, **P**ersistence to see it through, **S**tay aware.

S | Stay aware!
P | Persistance see it through!
E | Everyone should be involved in discussions
T | Tackle the situation head on
S | Spot the signs of bullying

STEPS TO OVERCOME BULLYING

Jokes

Jealous

clenched fist > physical

gangs

NIKE

Typical Bully exercise
The shadow board asked each group to draw a stereotypical bully – how did people draw bullies? There is no stereotypical bully and its not always how people might think of them. Anyone could be a bully or not be a good friend.

Appendix 2 - 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 medial 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 3 – 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.
www.legislation.gov.uk/ukpga/1998/42/contents

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

This strategy has been written within a values framework that acknowledges the rights and responsibilities of children, young people and adults. It is based on the following principles:
- an entitlement for children and young people to appropriate and balanced education and support
- the right of all to learn in a safe and supportive environment
- the right of all to access helping services
- the right of all to accurate information
- the right of all to participate and to be consulted
- the right of children and young people to hold their own views and to make their own decisions in an age appropriate way.

The Children Act 1989

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.
www.legislation.gov.uk/ukpga/1989/41/contents

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

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

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

www.gov.uk/government/publications/preventing-and-tackling-bullying

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 Survey Report: No Place for Bullying – Click Here to see the report

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
https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study

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 July 2015 - D0fE (up-dated Sep 2016)

Section 25 – specific safeguarding issues – bullying including cyberbullying

Links to:

Preventing and tackling bullying – March 2014
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

 Supporting bullied children March 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf

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 4 - 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

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

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

Act Against Bullying
A national charity helping children who are bullied at school.
www.actagainstbullying.com/

Ambitious about Autism- not working
A national charity dedicated to improving opportunities for people with autism.
https://www.ambitiousaboutautism.org.uk/about-us

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

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

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

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

Bournemouth YMCA
Tel: 01202 290451
Email: enquiries@bournemouthymca.org.uk or www.bournemouthymca.org.uk/

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 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'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

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.
http://www.stonewall.org.uk/get-involved/education

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.
http://www.gold.ac.uk/

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

Dot Com Children's Fondation
Empowering children to practice positive values and make safer choices in life
http://dotcomcf.org/

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.

National Society of Prevention of Cruelty to Children (NSPCC)
NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes. 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

Special Educational Needs and Disability Information Advice (SEND IASS)
SEND IASS 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 SEND IASS provides support to parents and carers where a child or young person with special needs, additional needs or a disability finds themselves a victim of bullying in one form or another.
Tel: 01202 261933
Email: parentpartnership@poole.gov.uk
www.boroughofpoole.com/education-and-learning/parental-support/popps-poole-parent-partnership-service

Restorative Justice Council
Provide quality assurance and national voice for restorative practice. Their resources include best practice guidance for practitioners 2011.
https://www.restorativejustice.org.uk/resources

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
http://www.samaritans.org/branches/samaritans-bournemouth-and-district

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 5

Anti Bullying Questionnaire for schools
September 2012 – July 2013

Name of school: 53

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**

	Race
	Disability / SEN
	Faith / Belief
	Homophobia
	Transphobia
	Sex
	Age
	Other (please specify)

3. Have incidents of recording increased? Please delete as appropriate

Yes	No

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
	0thers – 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

2012	Yes	No
2013	Yes	No

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

		Date
	Rights Respecting	55
	Peer Mentoring/Buddy Scheme/mediation	
	Safe Schools & Communities Team (Police) sessions	
	Drama/art about anti bullying	
	Anti bullying Ambassadors	
	Attend School council AB conference	
	Other (please describe below)	

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

	Safe Schools & Communities Team (Police)
	SNT
	Safer Communities Team
	Community and Equality Manager (formerly Corporate Equalities Officer)
	Anti bullying lead / Safeguarding Adviser
	Other (please specify below)

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**

			Date
Pupils	Yes	No	
Staff	Yes	No	
Parents/carers	Yes	No	

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?**

Always	Yes	No
Sometimes	Yes	No
Never	Yes	No

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

	Total
	Escalated to the Governors
	Escalated to Ofsted

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?

58

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

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

Appendix 6 - 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**
http://www.nspcc.org.uk/inform/research/briefings/school_bullying_pdf_wdf73502.pdf

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

UK Schools Online Safety, Policy and Practice Assessment 2013. http://www.swgfl.org.uk/Staying-Safe/Files/Documents/Online-Safety-Policy-and-Practice-2013

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

Appendix 7

Anti Bullying Questionnaire for schools
September 2013 – July 2014

Responses were received from 20 schools (9 fewer than last year).

Infant	Junior	Primary	Secondary	Special	Independent
5	4	3	4	2	2

109 incidents of bullying were recorded in the academic year specified. Of these, 69 (63%) were recorded by secondary phase schools. In addition to the above incidents of bullying schools said they had had to deal with over 360 'friendship issues'

Only 18 (17%) related to the categories given; the other 91 were attributed to a wide variety of reasons including name calling, relationship/family issues and picking on those who had vulnerabilities/looked different, trying to intimidate/scare others, being unkind. The most frequent categories chosen were Race/Culture (7), Disability/SEN (4) and Homophobia (4). Only 5 (27%) of the 18 incidents falling in a category came from secondary phase schools.

The majority of schools did not indicate whether they felt bullying incidents were increasing or decreasing. Those that gave a reason said that the numbers were too low to identify any trend. Of those that did respond 2 felt it was increasing and 6 that it was decreasing.

An increase in cyber bullying was recorded by all the secondary phase schools and also two primary phase schools. This is a repeat of last year's results when it was also the most common theme. One school felt that actual physical bullying has been increasing.

Only 4 incidents were reported as happening on school transport or other transport bringing children to and from school and 3 of these were from one school. It is possible that other schools are not recording these incidents as they are off school premises.

Of the 20 schools 2 did not celebrate anti-bullying week in some way with the children. 1 of these 2 said they had put it in the newsletter and prepared a booklet for parents but no extra events other than those already planned as part of the PSHE.

As reported last year, the majority of primary schools celebrated Anti-Bullying Week with the emphasis on "friendship".   This was done through whole school and class/year assemblies and involving the parents in workshops/information evenings.

In the secondary phase the positive messages were again circulated via assemblies and parent evenings with peer mentoring and anti-bullying ambassadors being highlighted as key features of the week

Examples of other activities that took place were a class writing and then performing a song, students creating and showing an anti-bullying video, decorating the school with bunting created by the pupils, anti-bullying posters, bookmarks and cupcakes.

The three most popular types of preventative work remained the same:

- Rights Respecting - 12 schools (5 new this year) compared to 15 last year
- SSCT – 10 schools (2 new this year) compared to 19 last year
- Peer mentoring – 9 schools compared to 21 last year

Restorative work involved the anti-bullying lead/ safeguarding advisor in 11 schools (10 in previous year) and the SSCT in 8 schools (13 in previous year)

Of the 20 schools 9 had surveyed pupils during 2013-14 and another 8 were planning to do so this year. The data was similar for parental surveys: 9 done and 7 planned for this year. Staff however had been surveyed by only 4 schools and only 6 said they intended to do so this year. One school said that it was regularly discussed within staff meetings which may be why this figure is lower.

There was a wide variety of staff training undertaken, which could be taken as evidence that each school recognised its own response to its own anti-bullying needs.

12 schools had attended at least one of the three anti-bullying forums (would have been 13 but illness prevented attendance) and 8 attended 2 or more forums. Spring had been the most popular forum with 9 schools attending. All those that had used some of the 50 tools from the achievement for all SEND training had found them to be at least of some use.

18 out of 20 schools do record complaints about the handling of bullying incidents. These figures are greater than the previous year but as there were no figures returned by 4 schools last year this rise should be treated with caution. Despite the apparent rise fewer were escalated to governors but some did go to Ofsted.

	2012-13	2013-14
Total number	13	24
Escalated to governors	6	4
Escalated to Ofsted	0	2

Only two bullying incidents from two schools were known by schools to have been reported to the police.

7 schools have a separate anti-bullying policy and 14 schools a behaviour policy which includes anti-bullying. 9 policies were reviewed within the last 6 months, 3 within the last year and 5 within the last 2 years. . 14 schools said that their policy was available on their school website.

Of the 12 schools that answered this question, all 12 had staff behaviour policies that included positive role modelling to pupils. The only choice not covered by at least 11 of the 12 was rights respecting ethos, which was only in 5 staff behaviour policies.

Poole Schools'

Anti Bullying survey

for 2014/15

Academic year

July 2016

Prevalence of bullying recorded

A total of 21 (49%) schools out of a possible 43 schools in Poole (including independent schools) responded to the anti-bullying survey for the academic year compared to 20 schools the previous year.

The breakdown by type of school is in the table below of respondents to the survey

Infant	Junior	Primary	Special	Secondary
6	3	6	2	4

131 incidents of bullying were reported in this survey, this was a 12% increase on incidents of bullying reported in the 2013/14 survey. 89 (68%) of these were reported by secondary schools. This was an increase of 5 percentage points when comparing the secondary share to the previous year's survey.

Nature of bullying reported

The table below gives details of the given categories that incidents were recorded under.

Age	Race/culture	Homophobia	Physical appearance	Gender
3	11	5	2	7

In addition to these, under the category "other" the following were recorded

Verbal	Verbal & Physical	Friendships	Cyber bullying	Family feuds out of school	Bullying and targeting vulnerable LAC
20	22	61	4	3	1
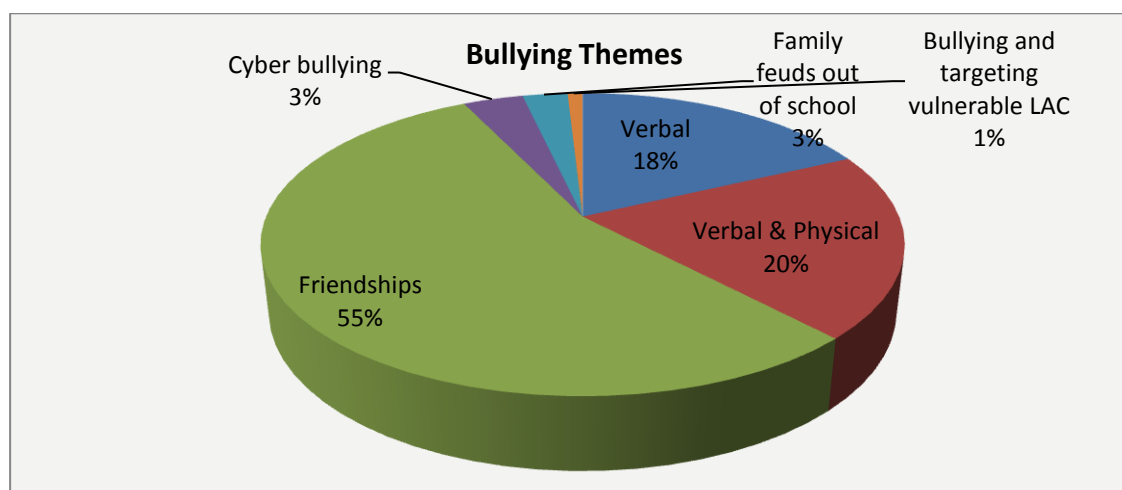
87% of all friendship bullying was reported by a single secondary school. Bullying due to physical appearance was also reported from just a single secondary school.

<u>Themes around bullying</u>

Not all schools responded on this question, however of the 10 that did respond, 7 schools reported cyber bullying as the biggest change of the past 2 -3 years as well as access to social media. Schools reported awareness of the dangers of social media in training and PSE classes was an important new bullying theme. One school reported that there was no increase in bullying, whilst 4 schools reported an increase and 5 schools reported a decreasing trend.

Friendship issue incidents in addition to bullying were reported by 12 schools with a total of 232 incidents. One school reported not holding central records unless the incident meets significant trigger, another stated that this would not be collected unless reported by class teacher and another school stated that they simply had many cases.

<u>Bullying on transport to and from school</u>

14 schools reported that they had no recorded incidents of bullying on school transport. One secondary school reported 5 incidents and one secondary school stated that there were no major incidents of bullying on school transport, rather immature pupils in unsupervised situations, using public transport for the first time, exhibiting more silly anti-social behaviour than repeated bullying. One school reported that there are sometimes disputes on school transport, but these are not recorded.

<u>Tackling bullying</u>

16 schools reported celebrating anti-bullying week and 4 schools reported that they did not; of these one school left the response blank.

(i)   Activities
The list below identifies all the different activities schools are doing or planned to do during their anti-bullying week:

- Anti-bullying themed assemblies,
- Display "stamp out bullying" and wearing anti-bullying t-shirts made to raise awareness,
- Drama about anti bullying including theatre group in for KS1 and internet bullying workshops for KS2
- Use of resources provided by various charities and websites
- Lessons conducted to include and address anti-bullying,
- Introducing playground buddies, friendship stop/bench, focusing on friendships and positive relationships', focusing on strategies of making, keeping and rebuilding friendships across the school.
- Pastoral worker leading friendship groups.
- A non-uniform 'Blue' day with activities and making parents aware of what is taking place.
- Poster design competition plus survey for pupils/parents and staff. Competition for classes to produce anti-bullying videos based on the message, 'Make A Noise About Bullying'
- Bullying poster competition 'Work on Cyber-bullying for Safer Internet Day'

- e-Safety Day presented by the SSCT with parents evening.
- Sign-up for UNICEF 'Outright' incorporating Anti-Bullying themes. School recently achieved Rights Respecting School Recognition of Commitment Award.
- Sending out leaflets to inform parents of different definitions of bullying amongst other things.
- The whole school is held hands around the school at a point during the week.

(ii)   Preventative work

Schools reported that they were already engaging in preventative work, or starting these aspects in the next academic session at the time of completing the questionnaire. Details of their responses are in the table below.

	2014 or before	To be started in 2015
Rights respecting	11	2
Peer mentoring/buddy scheme/mediation	10	2
SSCT sessions	14	1
Drama/art about anti-bullying	8	2
Anti-bullying ambassadors	5	3
Other - e-safety champion	0	1

(iii)   Restorative work

Few schools reported on who was involved in restorative justice work and those that did respond often had more than one person involved. From the responses, SSCT was reported to be involved 5 times. The anti-bullying lead/safeguarding advisor was reported to be involved 8 times and one school reported involving a Behaviour leader.

(iv)   Gaining views about bullying

Almost all schools reported conducting surveys regarding views on bullying, the table below gives a breakdown of responses from schools on who was targeted for these surveys

	No. of schools that Surveyed	Schools that did not surveyed
Pupils	18	2
Staff	13	8
Parents/carers	14	7

(v)   Anti-bulling training provided by schools

- PSHE leader at Staff meetings updating on any bullying issues, Prefects have had training on mentoring/buddying
- Attending strategy group meetings
- SENCO attending the "Achievement for all", presentation of 50 tools, plus an INSET day to target hard to reach families
- Anti-Bullying Ambassador in house training

- Year 9 students trained as Anti-Bullying Ambassadors
- Themes surrounding 'inclusion and 'growth' at staff meetings
- Formal Safeguarding training delivered to staff.
- Questionnaire to staff, pupils and parents from NFER resulting in actions where necessary
- Rights Respecting School Award introduced in summer 2015, theme of right to be safe and how this is currently being achieved.
- Safeguarding training delivered by safeguarding lead with bullying theme covered
- The survey on students views on E-safety and cyber-bullying
- Awaiting advice following safeguarding audit.
- No specific training on bullying, but training regarding general pastoral support.
- Rights respecting being implemented
- Pastoral worker to undertake resilience work with identified pupils
- Restorative justice training for pastoral support
- e-Safety – CEOP "Think U Know" training - including cyber-bullying
- Anti bullying forums

(vi)   Attendance of Anti-bullying forums
The table below give details of attendance of the three anti-bullying forums during the year. Some schools did not record attending any whilst others attended all three and others attended one or two of the forums.

Autumn 2014 – Friendship issues/bullying/Circle of friends	Spring 2015 - Achievement for all SEND	Summer 2015 Young People presentations
8	9	6

(vii)   Recording complaints about bullying/prejudice incidents handled by the school
16 schools reported that they do record complaints about how the school has handled bullying incidents. One special school indicated that this was not applicable and 4 schools out of the 21 that completed the survey, did not respond to the question. Three schools reported having one complaint each for the year, but no school reported escalation to the governors or to Ofsted. In previous years these numbers were much higher.

The table below gives the details by year.

	2012/13	2013/14	2014/15
Total number of complaints	13	24	3
Escalated to governors	6	4	0
Escalated to Ofsted	0	2	0

(viii)   Reporting bullying incidents to the police
Two incidents from one school required parents or others contacting the police as a result of the incident. The previous academic year (2013/14), there were two incidents from two schools that were reported to the police.

(ix)   Relevant school policies

17 schools responded to this question, many had both policies and one school used the boroughs strategy and resources for Anti-Bullying 2014-2016. 15 schools reported having a separate school anti-bullying policy and 11 reported having a behaviour policy which included anti-bullying.

15 schools reported having the policies on their websites. One school reported not having their policy on their website.

The table below give details of school responses for when their anti-bullying polices were last reviewed.

Policy review timescales	Number of schools
In the past 6 months (i.e. since March 2015)	7
In the past year (since October 2014)	6
In the last 2 years (since October 2013)	9

16 schools stated that guidance was contained within their policy. The table below gives the details of how many schools and which elements of guidance were within their policies

Guidance	Number of school with guidance included in anti-bullying policy
Bullying/harassment from other adults/pupils	15
Rights respecting ethos	10
Positive role modelling to pupils	16
Direct links to pupil behaviour policy Treating children with respect	13
Appropriate use of language e.g. non derogatory	16

Appendix 8

NEWS RELEASE

poole.gov.uk/news

Borough of Poole

For Immediate Release

09 November 2015

Borough of Poole makes a noise about bullying

This year's Anti-Bullying Week takes place from 16 - 20 November. Organised by the Anti-Bullying Alliance, this year's theme is 'Make a Noise about Bullying!' The campaign calls on the school community to take action to stop the bullying of all children and young people, including disabled children and those with special educational needs, who are significantly more likely to experience bullying in schools and the wider community.

Over the coming weeks, schools across Poole will be getting involved in the anti-bullying campaign by putting on a host of awareness activities, workshops and assemblies.

Pupils at Baden Powell & St Peters are getting creative with an anti-bullying video, and will be giving the school a hug by surrounding the whole school with children and staff holding hands. New pupils will be elected to the ABC (Anti-Bullying Committee) at Longfleet Primary, whilst pupils at both St Mary's Catholic Primary School and Heatherlands school will welcome theatre workshops during the week. Turlin Moor Community School's Friendship Week will see all year groups looking at how to stay safe online and all types of bullying problems, designing posters and holding a special assembly for parents.

Every class at Old Town Infant School will be 'making a noise' and sharing that noise with each other during a whole school assembly on the Friday of Anti-bullying week, with children dressing in blue in return for a small donation which will go to the Anti-Bullying Alliance. Staff at Hamworthy Park Junior School will be awarding 'Kindness and Caring Wristbands' to children who show respect and consideration to others and demonstrate that they are a good friend, with five different colours to collect throughout the week.

Activities continue in Poole's secondary schools, with students at Victoria Education Centre, Magna Academy and St Edward's getting creative and competing to design t-shirts and posters, whilst students at St Aldhelm's Academy will be working together to produce a whole-school anti-bullying display. Student Anti-bullying Ambassadors at Parkstone Grammar, Poole High, St Edward's and Magna Academy will all be working throughout the week to support their fellow students, with assemblies and lunchtime drop-in sessions. Carter Community School and Poole High will be holding themed assemblies for all year groups, as well as additional activity during tutor time.

Further work to address the issue of bullying is being undertaken by Poole's Youth Parliament members, who have identified it as a key issue, and are working with Poole's Children and Young

People's Board to explore how the issue could be tackled with a fresh approach.

Dorset Police's Safer Schools and Communities Team are also delivering anti-bullying education and training for schools, for children in year 3 right up to year 11 students and staff.

Cllr Mike White, Cabinet Portfolio Holder for Children, Young People and Capital Projects, Borough of Poole, said: "Anti-Bullying Week helps to highlight the impact of bullying on children and young people in schools, communities and online. We take bullying extremely seriously, and hope that the work being done in our schools and with our partner organisations will bring children and young people, teachers, parents and carers together with the aim to help stop bullying."

To find out more about all aspects of bullying, including cyberbullying and how to stay safe online, visit the [Staying Safe page](#) on the FID (Poole's online Family Information Directory). Parents can also take advantage of a new collection of books and DVDs designed to help children aged 0 – 19 tackle a number of issues, including help with handling bullying.

Borough of Poole's Anti-Bullying Strategy has been developed and led by the Poole Anti-Bullying Strategy Group and informed by consultation with children and young people, parents and carers, schools and key partners. A copy of the [Anti-Bullying Strategy](#) can be downloaded from the website.

To find out more about Anti-Bullying Week go to www.antibullyingalliance.org.uk/anti-bullying-week/