

ANTI-BULLYING STRATEGY AND TOOLKIT



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

Anti-Bullying Strategy And Toolkit

Contents

Introduction	1
Aim	3
Definition	3
Strategic Objectives	5
Core Strands	6
Policy and Practice	6
Awareness and Communication	7
Evidence-based Initiatives	8
Involving Children and Young People	9
Positive Partnerships	10
Monitoring	11
Key Recommendations: A Shared Approach	13
Appendices	14
A - Bullying Audit	15
B - Links	18
C - Policy guidelines, Sample Charter and Recording Sheets	19
D – Resources and Contacts	24
E – Anti-Bullying Toolkit	25

Introduction

Blaenau Gwent County Borough Council and its partner agencies take bullying among children and young people very seriously. Almost half (46%) of children and young people say they have been bullied at school at some point in their lives. 38% of disabled children worried about being bullied. 18% of children and young people who worried about bullying said they would not talk to their parents about it (*National report - Department for Children, Schools and Families*). Locally, our children and young people have also spoken of their concern of bullying and the need for further action (Appendix A).

This multi-agency strategy details the commitments made in responding to this, and lays down the key objectives to be achieved. We must not underestimate the impact bullying has on the emotional, academic, social and personal wellbeing of children and young people. Bullying causes great distress which can continue right through adulthood and, at worst, bullying can lead to suicide.

This strategy recognises the complex nature of bullying behaviour and the importance of early identification and intervention. Traditional 'bully/victim' stereotypes need to be challenged, and a more in-depth understanding and awareness needs to be fostered. We need to establish a 'culture of telling' across settings, where children and young people, parents and professionals alike feel confident in dealing with bullying, and have confidence that appropriate action will be taken if instances are reported. Although we cannot entirely control the environment children and young people grow up in, we can discourage them from engaging in bullying behaviour.

To establish a consistent approach to tackling bullying between children and young people across the borough, a project group has developed this strategy. There are often deep-rooted triggers to bullying behaviour, and a multi-faceted approach is required in response. Prevention of, and reaction to, bullying should be addressed in equal measure and guidance and training need to be provided. Specific support will be required to protect the most vulnerable children and young people (e.g. those in care of Social Services, those who are young carers, those who have additional needs and/or disabilities, and those who suffer racial and homophobic bullying in particular), and communication between agencies will be essential if we are to identify and reduce persistent patterns of bullying behaviour.

Efforts to reduce bullying map directly onto four of the seven Core Aims of the Welsh Assembly Government (WAG) Rights to Action (2004). Every child and young person should: enjoy education, training and learning opportunities that are free from the personal threat of bullying (Core Aim 2); experience the best possible mental, social and emotional health, which is free from abuse, victimisation and exploitation (Core Aim 3); be listened to, treated with respect

and have their race and cultural identity recognised (Core Aim 5) and; have a safe home and community which supports emotional wellbeing (Core Aim 6).

By bringing together work from various teams in Blaenau Gwent County Borough Council with that of partner agencies, this strategy provides a coordinated approach to tackling bullying. A borough-wide definition of bullying is provided, along with six core strands of work. A number of strategic objectives are outlined and a shared approach to tackling bullying is summarised. Guidance produced by the Welsh Government on how to develop an anti-bullying policy can be found in Appendix C, along with a sample anti-bullying participation charter and newly developed recording protocol. Information on where to find resources and contacts can be found in Appendix D.

Genuine commitment to the strategy is required from all headteachers, school staff, governors and centre leaders. Anti-bullying needs to take a high priority, and each institution is responsible for developing a model of good practice. The Council will work with all relevant settings to monitor, support and challenge where appropriate. Ultimately, we all have a role to play in ensuring communities flourish where children and young people are free from bullying.

What Children, Young People, Parents and Professionals Think

'It isn't big to make others feel small'

Primary school pupil.

'Bullying is cruel not cool'

Secondary school pupil.

'We found that listening to what our daughter wanted and needed was the right thing to do'

Parent.

'Bullying is not an easy issue to approach, especially if you suspect the child you're looking after is doing the bullying'

Foster Carer.

'Schools should create a whole school ethos where bullying is unacceptable in a safe, inclusive climate.'

Teacher.

Aim

The aim of this strategy is to establish a coordinated, consistent approach to tackling bullying in all Blaenau Gwent schools, youth and community settings. The Council and all partner agencies need to work together from a shared understanding to develop evidence-based methods for significantly reducing instances of bullying between children and young people.

The following key stakeholders have signed up and committed to the above aim of this anti-bullying strategy:

Education Welfare Service
Service Improvement and Performance Team
Communities First
Healthy Schools Officer
Inclusion Team
Children and Young People's Participation Officer
Youth Service
Corporate Equalities Officer
GAVO
Schools Liaison Police Officers

Definition

Although bullying is a subjective experience, and thus hard to define, it is important that we develop a shared understanding of what bullying is and how it differs from other forms of misbehaviour. All agencies are invited to adopt the Blaenau Gwent definition of bullying, developed by children, young people and adults in the borough:

"Bullying is behaviour by an individual or a group, usually repeated that intentionally hurts another individual either emotionally or physically".

Bullying can happen anywhere: at school, travelling to and from school, in [sporting](#) teams, between neighbours or in the [workplace](#).

Bullying generally takes one of four forms:

Verbal	Physical
Emotional	Indirect

Although not an exhaustive list, common examples of bullying include:

Racial bullying	Homophobic bullying
Cyber bullying	Sexual bullying
Teasing	Name calling
Making threats	Physical assault

Bullying can also be based on disability, ability, gender, appearance or circumstance.

It is important that when dealing with alleged incidents of bullying, individual perspectives are taken into account. If a child, young person or adult states that bullying is happening, action must be taken to determine why this allegation has been made. There will be occasions when children and young people physically or emotionally hurt others without meaning to do so, and it is important that appropriate support is provided to both parties, but the behaviour need not be labelled as bullying. It is also important to be mindful that extreme instances of bullying that include harassment could be treated as a criminal offence. All bullying is based on difference to some degree (perceived or actual), and the WG document 'Respecting Others' provides information for tackling all forms of bullying.

Cyber bullying - much work needs to be undertaken with children and young people to further our understanding of this issue and develop methods for tackling it. Sending threatening text messages or emails is a criminal offence and police have the power to search computers and mobile phones for evidence. The latest guidance on tackling cyber bullying can be found at www.bullying.co.uk

Homophobic bullying is based on actual or perceived sexual orientation, and when tackling this issue we should also be mindful of transgender bullying, that is, bullying based on socially non-normative gender identity. Recent research has shown that of 300 secondary schools in England and Wales surveyed, 82% of teachers were aware of verbal incidents, yet only 6% of schools referred to this type of bullying in their anti-bullying policy. We need to improve upon staff and parental knowledge and attitude in this area: EACH (Educational Action Challenging Homophobia), Stonewall Cymru and <http://www.lgbtcymruhelpline.org.uk/> The Lesbian Gay Bisexual Transgender help line provide support to young people (help line) and training for professionals.

Racial bullying can be motivated by race, skin colour, nationality, accent, cultural identity and/or religion, and we need to work closely with partner agencies to challenge such stereotyping, discrimination and prejudice.

Gwent Ethnic Minority Support Service and Valrec can provide advice and guidance on the Equality Act 2010, and how to deal with racist incidents and develop understanding of diversity.

Bullying of children and young people with disabilities or additional needs requires careful consideration, because some of these young people may have social or communicative difficulties reporting it. We need to support all vulnerable groups, and Social Services have a particular role to play in this.

Organisations such as Mencap, the National Youth Advocacy Service and Special Needs Advocacy Project may be able to offer additional advice and we need to also tackle bullying of the more able and talented.

Strategic Objectives

There are a number of strategic objectives that need to be met if we are to build upon the anti-bullying work conducted in Blaenau Gwent. The standing group will report to the Education Directorate Management Team and the Council on progress made in achieving these objectives, in particular:

- All partner agencies have effective anti-bullying policies and recording procedures in place.
- Training provided to all partners.
- Collation and analysis of bullying incident information from partner agencies.
- Sharing of information between partners.
- Revised strategy according to needs analysis.

In conjunction with working towards these strategic objectives, it is vital that all agencies regularly reflect on their own anti-bullying work and consider how improvements could be made.

Core Strands

Six core strands of work underpin Blaenau Gwent's Anti-Bullying Strategy:

- Policy and practice
- Awareness and communication
- Evidence-based initiatives
- Involving children and young people
- Positive partnerships
- Monitoring

Each of these will be summarised in turn, and key activities will be highlighted throughout. Ultimately, the standing group will evaluate progress in achieving these key activities and the strategic objectives outlined.

Strand 1: Policy and Practice

To tackle bullying effectively, it is essential that we get policy and practice right. The Welsh Government Circular 050/2011, Respecting Others: Anti-Bullying Guidance provides school governors, headteachers, teachers and other staff with information on tackling bullying in schools and the steps that schools should take to support learners who report bullying outside of school.

Under the School Standards Framework Act 1998 (Section 61), headteachers have a legal obligation to ensure an anti-bullying policy is in place within their school. Each anti-bullying policy needs to be clear about what bullying is and how the school, youth or community setting intends to deal with it. Policies should extend to after school clubs and transport arrangements and protocol should also be in place for dealing with the most serious instances of bullying, such as when a child or young person threatens to commit suicide. All policies should be reviewed annually, and it is important that children, young people, staff and parents are involved in this process to develop a whole-school / community approach.

A 'culture of telling' needs to be encouraged. Children and young people, parents and professionals need to feel confident that, if reported, bullying will be dealt with appropriately. All staff need to work from a shared understanding,

and all incidents of bullying need to be dealt with fairly and consistently. A good working relationship between staff and parents can only improve the situation.

There is clear evidence that anti-bullying charters/agreements can be used effectively to promote positive participation, and all agencies are encouraged to use such tools to establish whole-school/community cohesion. A sample charter can be found in Appendix C, along with WAG policy development guidance.

Blaenau Gwent has developed as part of this strategy an anti-bullying toolkit to assist settings in formulating policy and practice.

Key Activities

- All school, youth and community settings need to develop, implement, monitor and review whole-school/community anti-bullying policies effectively.
- All agencies are encouraged to nominate an anti-bullying lead to oversee implementation of the Key Recommendations.
- All agencies are encouraged to monitor the effectiveness of their own policy.

Strand 2: Awareness and Communication

All children, young people, parents and professionals need to have an understanding of what bullying is and why it happens. Events such as Anti-Bullying Week are important for raising awareness, but regular work throughout the year needs to be done to celebrate diversity and respect difference. A cross-curricular approach needs to be adopted in schools, and youth and community settings need to be creative and innovative in approaching this complex issue. Local media and the Blaenau Gwent County Borough Council website will be utilised to raise the profile of anti-bullying practice across the borough.

Communication between agencies within and across authorities needs to develop further and it is proposed that the Anti-bullying standing group evolves as a sub-group of Blaenau Gwent's Local Safeguarding Children Board.

Key Activities

- Raise the profile of anti-bullying practice in school, youth and community settings.
- Work with parents/carers to raise awareness and understanding of issues surrounding bullying.
- Encourage full engagement and coordinate evidence-based activities for Anti-Bullying Week
- Establish a standing group to promote communication between agencies and monitor and evaluate progress of the strategy.

Strand 3: Evidence-based Initiatives

All work designed to prevent and challenge bullying needs to be informed by good practice, and all staff working with children and young people need to understand the underlying causes of bullying and have the ability to promote positive life and social skills. Research has identified a number of pro-active preventative and reactive initiatives that can be used effectively to combat bullying and promote positive peer relations. All children and young people should have access to a choice of methods for reporting incidents of bullying without feeling threatened (e.g., friendly teacher, peer supporter, worry box), and information on different reporting options should be promoted and made readily available.

Wherever possible, an anti-bullying message needs to be reinforced. Cooperative group work and circle time activities can be used from the early years onwards to promote positive peer relations, celebrate diversity and respect difference. School councils can play a crucial role in identifying work that needs to be done, and peer support schemes harbour an anti-bullying ethos, provide direct assistance for those who need it, and promote the development of social skills and confidence in those who participate.

If an individual is in need of more support, a circle of friends or support group can be set up. Direct mediation of the situation can be carried out by trained peers or adults, and restorative practice provides a well-established framework for repairing harm as far as possible. Assertiveness training can also be used to promote resilience, raise self-esteem and empower bystanders. As the evidence-base for school-based counselling develops, this will be kept under review in order to share good practice and bridge the gap between research and practice.

Key Activities

- Identify resources to develop high quality evidence-based training entitlement for all settings.
- Develop and publicise signposting information to direct schools and other settings on how to access support.

Strand 4: Involving Children and Young People

It is our collective responsibility to ensure that all children and young people are given the opportunity and encouragement to speak out and have their voices heard on matters that directly affect them. This right is formerly recognised in Article 12 of the United Nations Convention of the Rights of the Child and the Welsh Government document Extending Entitlement.

This strategy was written in response to requests made by children and young people of Blaenau Gwent. Therefore, it is critical that our children and young people are provided with continuing opportunities to influence key decisions that will shape our anti-bullying work. It is recommended that children and young people are fully consulted in the drafting of this strategy and are engaged in further developments such as work on an anti-bullying website for Blaenau Gwent.

We need to give children and young people the opportunity to make a stand against bullying, and equip them with the skills needed to prevent it, deal with it and help others. Schools and other youth and community settings are encouraged to involve children and young people as far as possible in developing and reviewing anti-bullying policies. Bullying is a complex, ever changing issue, and children and young people will have many of the answers. They can tell us what the most important issues are, and provide some insight into how best to solve them.

Key Activities

- Invite representative Blaenau Gwent Grand School Council members to contribute to the anti-bullying standing group.
- Identify resources to host a children and young person's anti-bullying conference on an annual basis.

- Further develop the role of Young Ambassadors in assessing schools for the Anti Bullying Kite Mark

Strand 5: Positive Partnerships

Without partnership working, we will not be able to deliver a consistent anti-bullying approach in Blaenau Gwent. In particular, the following services will be instrumental in the future development of the strategy:

Schools

Education Directorate Services

Local Health Board: Primary Mental Health Team

National Youth Advocacy Service (NYAS)

Communities First

Children and Family Services: Strategic Partnership Officer

Youth Offending Service

Gwent Police: Community Safety Partnership

Local Service Board

Gwent Ethnic Minority Support Service

Corporate Equalities Officer

More work is required to ensure parents and families understand the complex nature of bullying and how best to prevent it, deal with it and support those affected by it. All anti-bullying policies should be made available to parents/carers, because trusting communicative relationships are essential if families are to work together with school, youth and community settings. Governors also have an important role to play in informing school policy and ensuring effective implementation (see Appendix D for a useful guide).

It is critical that a 'joined-up' approach continues to develop, and formalising an anti-bullying standing group within Blaenau Gwent's Local Safeguarding Children Board will support this. The current audit of anti-bullying services also needs to be updated and publicised across the borough.

Key Activities:

- Develop a multi-agency standing group to oversee all anti-bullying work and evaluate progress.
- Communicate key developments and encourage collaborative

working between partners via the standing group.

- Evaluate and respond to the training needs of professionals and provide support/guidance to parents and carers.

Strand 6: Monitoring

Although recent audits have identified bullying as a key issue faced by children and young people in Blaenau Gwent (Appendix A), we have few baseline measures or statistics to guide our work. Gathering accurate information on the prevalence of different types of bullying is therefore a key priority within this strategy.

All children's services have a duty of care, under the Children Act 2004 (Section 11), to safeguard and promote the welfare of children. It is therefore critical that school, youth and community settings record all instances of bullying, along with actions undertaken and outcomes.

Every setting is responsible for recording, reporting and acting upon incidents of bullying that occur in their care and bullying in the community needs to be reported to Gwent Police and/or the Community Safety Partnership. Agencies that are aware of bullying occurring in settings other than their own should ensure those in charge are aware of the situation.

A suggested recording protocol for schools and youth settings can be found in Appendix C, and further details of reporting arrangements can be found in the Key Recommendations. Every alleged incident needs to be recorded, and if confirmed, logged accordingly. Schools should use SIMS to record confirmed incidents where possible. Other youth settings may use the annual summation forms to collate the confirmed information and report it to their appropriate line manager. All agencies are encouraged to monitor their own progress in combating bullying and share this with the Local Service Board so that relevant resources can be targeted where needed most.

The benefit of collating borough-wide information year on year will be evidenced in the ability to:

- analyse information to provide audits and target resources appropriately;
- monitor the effectiveness of individual policies;
- evaluate the effectiveness and impact of the Anti-Bullying Strategy.

Schools should be reporting to governors termly, and the standing group will

report to the Blaenau Gwent Association of Schools Governors and Council annually. It should be noted that reported rates of bullying may increase initially as a result of awareness raised by this strategy.

Key Activities

- Provide key stakeholders with clear, simple and consistent protocol for recording and reporting instances of bullying, reinforced by the inclusion of reporting arrangements in the kite mark award.
- Assess levels and types of bullying in school, youth and community settings and compare with current statistics.
- Use this data along with information gleaned from training evaluation and consultation with children and young people as performance indicators.
- Work with all partners to develop protocol for sharing information regarding bullying.

Key Recommendations: A Shared Approach

Because bullying often persists across a variety of settings, a number of broad recommendations are required to establish a 'shared approach'. All partner agencies (see Appendix B) are encouraged to:

1. nominate an anti-bullying lead to help settings implement the above recommendations and, if possible, act as a first point of contact for other professionals in partner agencies;
2. develop, implement, monitor, revise and publicise an anti-bullying policy in line with the WG guidance provided in Appendix C;
3. work on prevention and intervention activities throughout the year and organise events for Anti-Bullying Week (usually end of November);
4. adopt the components of the Blaenau Gwent definition of bullying and recording protocol as a basis for good practice (see Appendix C). These components are defined within the BG Anti-bullying toolkit;
5. share incident information with the appropriate department (e.g. schools would report to the Inclusion Team) so that the anti-bullying work conducted across Blaenau Gwent can be evaluated, co-ordinated and improved. All settings are also encouraged to use incident information to evaluate their own policy and target resources where needed most. A precise information sharing protocol will need to be developed for this in the future.
6. share confirmed bullying incident information when appropriate with the Community Safety Partnership, who will determine (with consent from the young person who has experienced the bullying) what course of action, if any, is required;
7. make use of training provided to ensure that all settings are able to implement the above recommendations and develop effective evidence-based anti-bullying strategies;
8. undertake internal audits of staff, children, young person and parent/carer perceptions of bullying. Both the 'life in schools' questionnaire and the Anti-Bullying Alliance audit toolkit can be used for this purpose (see Appendix D for details).

APPENDICES

Appendix A	Bullying Audit
Appendix B	Links
Appendix C	Policy Guidelines, Sample Charter and Recording Sheets
Appendix D	Resources and Contacts

APPENDIX A

Bullying Audit

In 2010, 135 young people attended an Anti-bullying conference event. The event took place during half term in Ebbw Vale leisure centre.

Young people facilitated the event from training they received from Communities First and 'Funky dragon'. 94 questionnaires were completed.

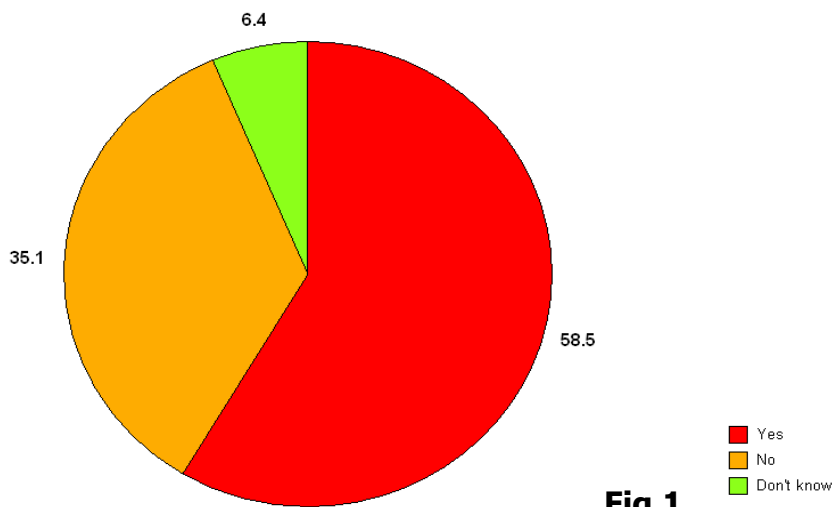


Fig.1.

Fig. 1 demonstrates whether young people thought they had been bullied.

Fig 2.

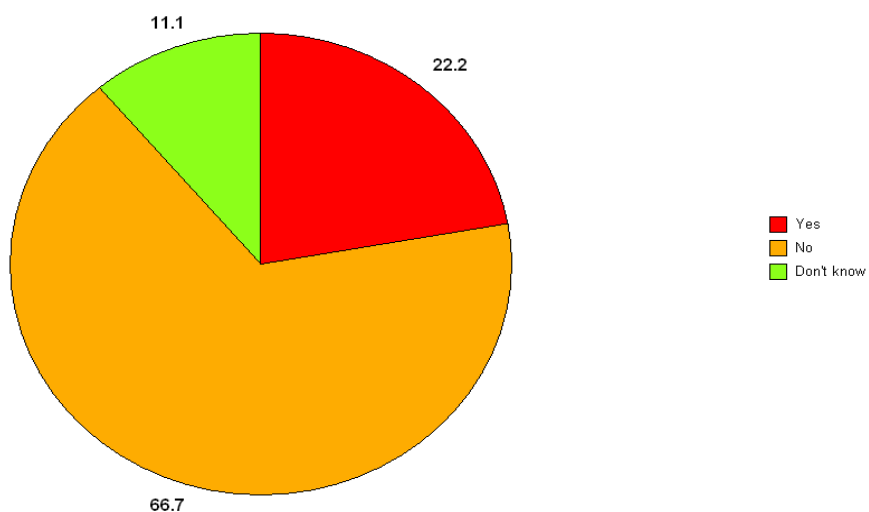


Fig 2. shows the responses to the question 'have you ever been a bully?'

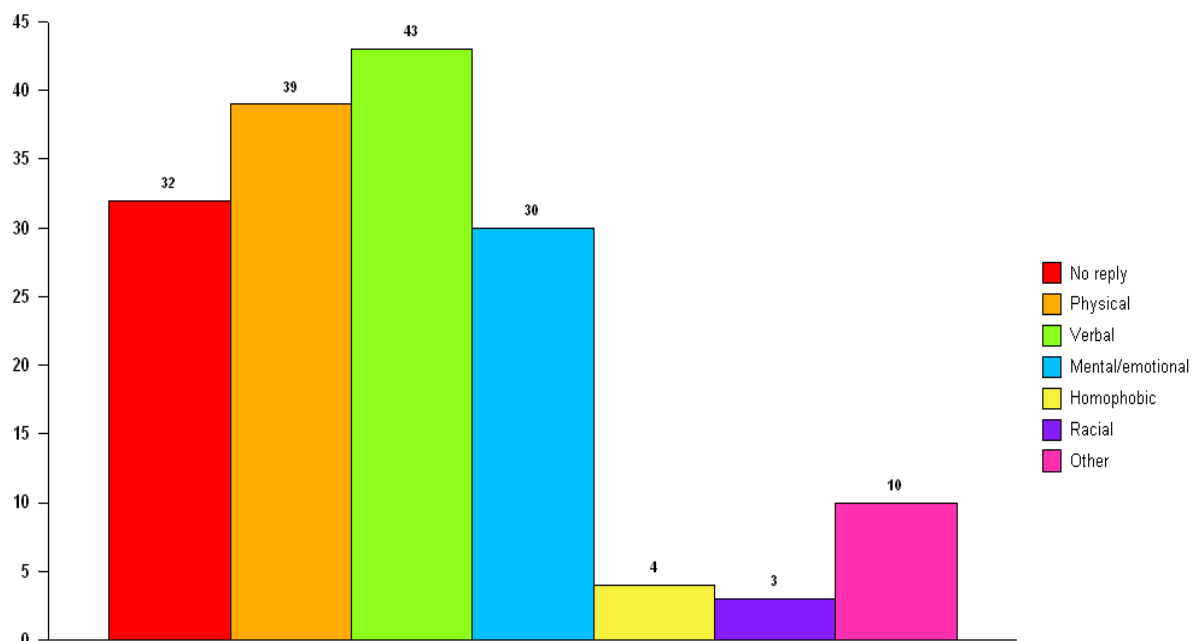


Fig.3. demonstrates the types of bullying young people have experienced

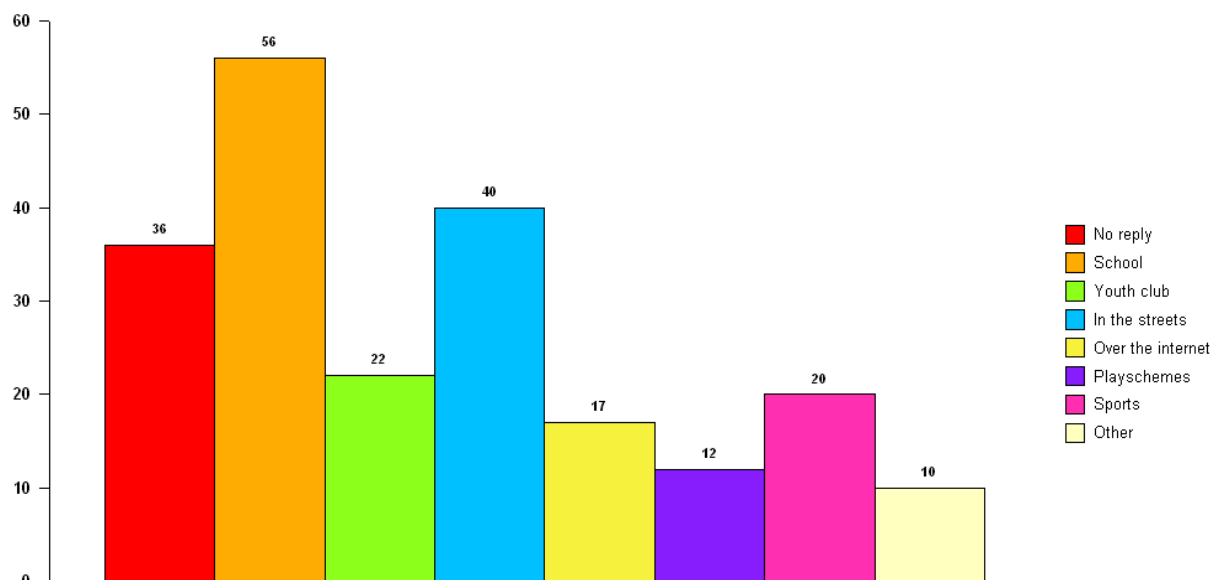


Fig 4 shows where young people have been bullied.

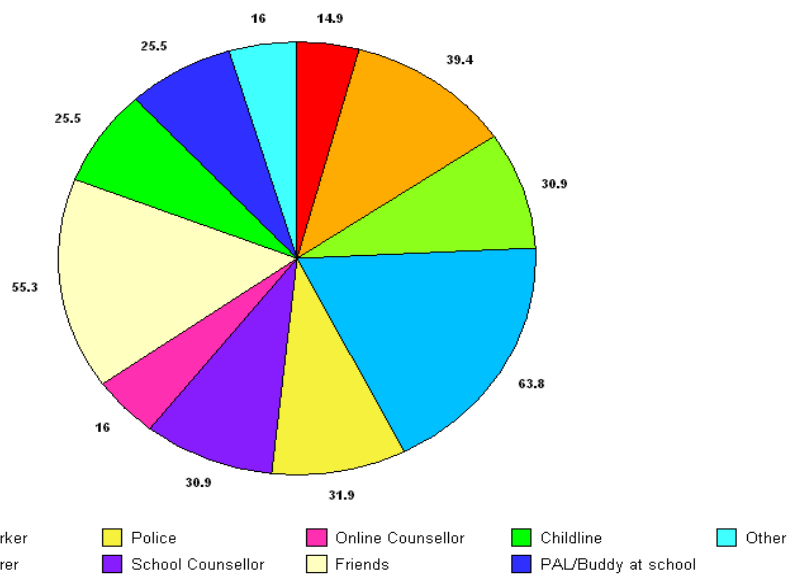


Fig 5 shows who young people would turn to if they, or they knew someone else was being bullied

APPENDIX B

Links

This Anti Bullying Strategy links appropriately with other current LA plans including:

Self Evaluation Report
Corporate Improvement Plan
Single Integrated Plan

Links with other local documents include:

Local Safeguarding Children Strategy
Community Safety Strategy
Strategic Equalities Plan
Special Educational Needs Policy and Practice
Inclusion Strategy
Local Service Board Strategy
School Beat Policy

Links with national and international documents include:

UN Convention of the Rights of the Child 1992 www.cirp.org/library/ethics/UN-convention

Education Act 1996 www.opsi.go.uk/acts/acts1996

School Standards and Framework Act 1998 www.opsi.go.uk/acts/acts1998

Human Rights Act 1998 www.opsi.go.uk/acts/acts1998

Race Relations (Amendment) Act 2000 www.opsi.go.uk/acts/acts2000

Welsh Assembly Government: Extending Entitlement 2000
www.wales.gov.uk/topics/educationandskills

Welsh Assembly Government: Respecting Others 2011
www.wales.gov.uk/topics/educationandskills

Safeguarding Children: Working Together Under the Children Act 2004
www.wales.gov.uk/topics/childrenyoungpeople/publications/guidance

Welsh Assembly Government: Rights to Action 2004
www.wales.gov.uk/topics/childrenyoungpeople/publications

Estyn: Tackling Bullying in Schools 2006 www.estyn.gov.uk/publications

Education and Inspections Act 2006 www.opsi.go.uk/acts/acts2006

Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

APPENDIX C

Policy Guidelines, Sample Charter and Recording Sheets

School Policy Guidelines / Self Assessment Tool

To be used with reference to the Welsh Assembly Government Circular 050/2011 Respecting Others: Anti-bullying Guidance.

Consultation	<input checked="" type="checkbox"/>
Has the school consulted widely in developing its policy?	<input type="checkbox"/>
Have a variety of methods of consultation been used?	<input type="checkbox"/>
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	<input type="checkbox"/>

Definition of bullying	<input checked="" type="checkbox"/>
Does the policy define what the school considers 'bullying' to be?	<input type="checkbox"/>
Is this definition of bullying clear and age-appropriate?	<input type="checkbox"/>

Ability to identify behaviour as bullying	<input checked="" type="checkbox"/>
Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?	<input type="checkbox"/>
Does the policy identify important categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?	<input type="checkbox"/>

Strategies for the school	<input checked="" type="checkbox"/>
Does the policy deal with bullying as a whole-school issue?	<input type="checkbox"/>
Does the policy identify a range of strategies the school can use to reduce bullying?	<input type="checkbox"/>
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	<input type="checkbox"/>
Does the policy lay out an effective system for keeping records of bullying incidents?	<input type="checkbox"/>

Strategies for parents	<input checked="" type="checkbox"/>
Have parents/carers been consulted on the development of the school's anti-bullying strategies?	<input type="checkbox"/>
Does the policy set out clear guidelines for parents wishing to complain about bullying?	<input type="checkbox"/>



Strategies for pupils	<input checked="" type="checkbox"/>
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	<input type="checkbox"/>

Procedures	<input checked="" type="checkbox"/>
Are these clear procedures for reporting and dealing with incidents of bullying for pupil, parents, teachers and other staff?	<input type="checkbox"/>
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	<input type="checkbox"/>
Are there clear processes for keeping the policy under continuous monitoring?	<input type="checkbox"/>

Timetable for development and review	<input checked="" type="checkbox"/>
Does the policy include a checklist of by when things should have happened?	<input type="checkbox"/>
Does the policy lay out dates for regular reviews of the policy?	<input type="checkbox"/>

Anti-Bullying Charter

In our community, we will:

-  Work together to prevent bullying;
-  Celebrate diversity;
-  Respect difference;
-  Be friendly to one another;
-  Always report bullying;
-  Deal with bullying seriously;
-  Accept others, regardless of appearance, race, ability, culture, sexuality, gender or circumstance.

Signature: _____

Blaenau Gwent Alleged Bullying Incident Log

	Name(s), Age, Gender	Setting
Child(s) alleged to be experiencing bullying behaviour		
Child(s) alleged to be engaging in bullying behaviour		
Reported by:		Date:
Investigation by:		Date:
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)		
Looked After Child? Yes / No	Ethnicity:	
Action: (use separate sheet if required)		
Review/monitoring date:		
Was alleged bullying confirmed?	Yes	No
	Insufficient evidence to decide	
Was the matter resolved?	Yes / No	
Details:		
Future action : (if appropriate)		

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Annual Bullying Incident Summary

Name of organisation/team:

(schools report bullying incidents via the Inclusion Matrix)

Name of person collating information:

	Sept / Dec		Jan / April		May / Aug		Total	
	Male	Female	Male	Female	Male	Female	Male	Female
Total number of bullying incidents								
Physical								
Verbal								
Indirect								
Cyber								
Racial								
Homophobic								
Sexual								
Based on gender								
Based on appearance								
Based on disability								
Based on ability								
Looked after child								
Other								

Total number engaged in bullying behaviour	Male				
	Female				

Total number experiencing bullying behaviour	Male				
	Female				

APPENDIX D

Resources and Contacts

The Blaenau Gwent Anti Bullying Toolkit includes a number of links to resources and websites that can be used to help tackle bullying.

<http://www.eachaction.org.uk>

Show Racism the red card.

<http://www.srtrc.org/>

NASUWT: Guidance on prejudice related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

<http://www.nasuwat.org.uk/MemberSupport/NASUWTPublications/PrejudiceRelatedBullying/>

Stonewall Cymru : the all Wales lesbian, gay and bi sexual equality charity.

http://www.stonewallcymru.org.uk/cymru/english/about_us/

BBC Newsround: Lesson plans and resources around tackling racism.

<http://www.bbc.co.uk/newsround/news/>

Rewind: materials and discussions about race.

<http://www.rewind.org.uk>

ANTI-BULLYING TOOLKIT



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council

Information for practitioners that work with young people on how to deal with bullying

Contents

1. Why this toolkit is needed	3
2. Legislation	4
3. Definition of bullying	7
4. Bullying statistics	8
5. Tips and advice for parents	10
6. Top tips for young people	13
7. Model Anti-Bullying Charter	14
8. Model Anti Bullying Policy	15
Appendix A	
WAG School anti-bullying policy self assessment tool	23
Appendix B	
WAG self assessment tool summary check list	32

Why this toolkit is needed?

In 2007 the Children & Young People's Partnership (CYPP) carried out a borough wide needs assessment, and as a result, the children and young people living in the borough identified bullying as a major concern. In 2008 addressing bullying was identified as a priority in the Children & Young People Plan (CYP Plan). A multi agency group was formed to address bullying and chaired by the NSPCC Wales lead for anti-bullying.

In early 2010 a young people's anti-bullying group named GRAB (Get Real About Bullying) grew out of the multi agency group chaired by the NSPCC. The group received comprehensive training on anti-bullying, peer mentoring and event management facilitated by Funky Dragon Staff – the Welsh Government's Children and Young People's Assembly for Wales. This event was facilitated and managed by Communities First Ebbw Fawr.

In October 2010 the GRAB Group organised a children and young people's anti-bullying conference at Ebbw Vale Leisure Centre. Numerous workshops were held ranging from the effects of bullying, to electronic voting on the scale of bullying. Also attendees were asked to identify two priorities children and young people would like to see the CYPP take forward as part of their work regarding bullying. A robust analysis of the intelligence shared by the young people showed that bullying is still a significant concern for the children and young people in our borough.

The two priorities identified to be taken forward by the CYPP were:

- An anti-bullying kite mark award be developed
- A universal anti-bullying policy be established across all C&YP settings.

In 2011 the Children & Young People's Partnership agreed to take forward the two priorities as part of the second CYP Plan for the borough. In 2012 the CYPP was replaced by a Local Service Board (LSB).

In June 2014, a project group was established to develop the policy and to promote the use of the Anti Bullying Kite Mark. Also in June 2014, Estyn published a report entitled 'Action on Bullying' reviewing the effectiveness of action taken by schools to address bullying on the grounds of pupils' protected characteristics.

Legislation

'Every child has a right to be protected from conflict, cruelty, exploitation and neglect'

United Nation Convention on the Rights of the Child (UNCRC), ratified by the UK in 1991

WG Respecting Others

'Respecting others' is a series of anti-bullying materials that provide guidance and practical solutions on preventing and responding to incidents of bullying in schools.

The series includes a brief overview document and detailed guidance on the following five areas of bullying:

- bullying around race, religion and culture
- bullying around special educational needs and disabilities
- cyber-bullying
- homophobic bullying
- sexist, sexual and transphobic bullying.

The Children's Act 2004 sets out the need to promote co-operation between the authority, its partners and others with a view to improving the well-being of children in their area. This includes the children's physical and mental health and emotional well-being, protection from harm and educational and social well-being.

In particular, the **Education and Inspections Act 2006** requires that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. Measures in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils".

Providing a safe and happy learning environment is integral to achieving the wider objectives of school improvement: raising attainment, improving school attendance; promoting equality and diversity; and ensuring the well-being of all members of the school community. If a pupil feels safe, they are in a much

better position to realise their potential. In Wales, the **School Standards and Framework Act 1998** states that head teachers in state schools have a duty to encourage good behaviour and respect for others on the part of pupils and, in particular, prevent all forms of bullying among pupils' (**Section 61(4)**).

United Nations Convention on the Rights of a Child (UNCRC) recognises that children should respect each other, learn to live peacefully, and for children to benefit from education the school should be free of violence.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Equality Act 2010

Under the Equality Act 2010, harassment is unwanted conduct which is related to one of the following: age, disability, gender reassignment, race, religion or belief, sex and sexual orientation and is therefore unlawful.

The Human Rights Act 1998 enshrines the provisions of the European Convention of Human Rights in UK law.

Bullying and harassment is behaviour that makes someone feel intimidated or offended. Harassment is unlawful under the Protection from Harassment Act.

Definition Of Bullying

'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Department for Children, Schools and Families (2007), *Safe to Learn*

Bullying generally takes one of four forms:

- Verbal
- Physical
- Indirect
- Emotional

Although not an exhaustive list, common examples of bullying include:

- Racial bullying
- Homophobic bullying
- Sexual bullying
- Cyber bullying

Bullying can also be based on disability, ability, gender, appearance or circumstance.

It is important to have a clear and consistent definition of bullying so that professionals are able to distinguish bullying from other forms of behaviour. It is very easy to label an incident as 'bullying' and it is crucial that a distinction can be made between relational conflicts and bullying. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.

Bullying is not:

- When friends have an argument.
- One-off incidents e.g. a fight
- When acts of hurt are caused unintentionally.

Some Bullying Statistics...

Cyber Bullying Statistics 2014

- 25 percent of teenagers report that they have experienced repeated bullying via their mobile phone or on the internet.
- Over half (52 percent) of young people report being cyber bullied.
- An astounding 95 percent of teens who witnessed bullying on social media report that others, like them, have ignored the behaviour.

Cyber Bullying and Social Networks

Facebook	of all youths polled, 75% of them use Facebook and 54% of those experienced cyberbullying.
Youtube	of all youths polled, 66% use Youtube and of that number, 21% of that percentage experienced cyber bullying.
Twitter	of all youths polled, 43% use Twitter and 28% of them experience cyber bullying.
Ask.fm	of all youths polled, 36% use Ask.fm and 26% of them experienced cyber bullying.
Instagram	of all youths polled, 24% use instagram and 24 of those experienced cyber bullying.
Tumblr	of all youths polled, 24% use it and 22% of those experienced cyber bullying.
Myspace	of all youths polled 4% use it and of that, 89% experienced cyber bullying.

March 2013 - Statistics on bullying collated from government reports and research by the NSPCC:

- 38% of young people have been affected by cyber-bullying.
- 31,599 children called ChildLine in 2011/12 about bullying.
- Almost half (46%) of children and young people say they have been bullied at school at some point in their lives.

- 38% of disabled children worried about being bullied.
- 18% of children and young people who worried about bullying said they would not talk to their parents about it.

From: Chamberlain, Tamsin, George, Nalia, Golden, Sarah, Walker, Fiona and Benton, Tom (2010) **Tellus4 national report (PDF)**. London: Department for Children, Schools and Families (DCSF).

Tips and advice for parents

The first and most important step is to listen to your child, reassuring them that bullying is not their fault. Whilst talking about it might not solve the problem, it can help your child to offload heavy feelings. Tell your child that they are loved and will be supported.

Encourage your child to engage in activities they enjoy and find opportunities to build their confidence and self-esteem. Help your child focus on positive aspects.

Take your time to talk calmly through the situation, ask your child what they would like you to do and agree a plan of action together.

Keep a diary of incidents, and photographs of any injuries. If you telephone the setting where the bullying took place record the date, time, who you spoke to and the outcome of the conversation.

If the bullying took place in school request a copy of their Anti Bullying Policy. By law, every school must have one and it should outline how the school aims to prevent and respond to bullying.

If you are not happy with the response of the setting do not give up. The welfare of your child is paramount and settings have a 'duty of care' to your child.

Tips

- Draw pictures of your child's day or ask them to draw what has happened during their day. For example you could draw pictures of them at break, at lunchtime, in the classroom, moving about the school, draw what games they played.
- Use toys, puppets or pets to encourage your child to talk. You could use them to tell a story of a child being bullied and show how important it is to tell someone. Or your child may feel more comfortable in telling a toy or puppet what is happening.
- Use a diary system or a box where you can both write comments and questions and then find a quiet time to talk about them together.
- Use scales to rate how your child is feeling at different times during their day. For example you could use a number scale or traffic light system where the different numbers or colours mean different feelings. If you use the traffic light system, you may use green for feeling good, orange for okay and red for upset.

- Use pictures of faces showing different expressions to explain feelings. You could draw pictures of happy, sad, angry, crying faces and ask your child to choose one to show how they're feeling.
- Use visual prompts such as pictures in books, communication boards (visual symbols organised by topic) and cue cards (cards containing a message in a picture or written format).

Further support

Parents can feel a whole range of emotions when they discover their child is being bullied. While initial feelings may include isolation, anger, sadness and guilt, it is important to remember there is a way forward.

Contact a Family, has written a guide for parents of disabled children. It contains information about spotting the signs of bullying, the action you can take, your child's rights and stories and tips from other parents. We hope it will give you ideas about what might work, things you could try and help you feel that you are not alone.

Childline	08001111	www.childline.org.uk
Mencap – Don't Stick It, Stop It	0808 808 1111	www.dontstickit.org.uk www.mencap.org.uk
Equality and Human Rights Commission Disability Helpline Wales	0845 604 8810	www.equalityhumanrights.com
NSPCC Helpline	0808 800 5000	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.familylives.org.uk
Kidscape	0845 120 5204	www.kidscape.org.uk
Kooth online	0845 330 7090	www.xenszone.com
Blaenau Gwent Children's Complaints Service	08000 121 123	
Young Minds	0800 0182 138	www.youngminds.org.uk
Samaritans	08457 909090	www.samaritans.org.uk
Meic	080880 23456	www.meiccymru.org.uk
Mental Health Foundation		www.selfharmuk.org
Supportline	01708 765200	www.supportline.org.uk

Top tips for young people

Are you being bullied?

Firstly, don't blame yourself.

- The most important action is to talk to someone you can trust – parent, carer, teacher, friend, buddy (if your school has a buddies system), Youth Worker or Oasis worker.
- If you don't want to talk to someone in person you can ring Childline free on 0800 1111 or visit websites that can help.
- You must speak out – bullies rely on silence. They may threaten to make things worse if you say anything but think about it – secrecy can only protect them, not you. By telling you may be helping others too!.
- If someone is sending nasty or abusive emails or texts, keep them as evidence.
- Try to stay in a group – ask your friends to look out for you. Ask your friends and classmates to stick up for you. If you stick together bullies lose their power.
- Walk away if you can, ignore them – they might stop if they don't get a reaction but if the bullying persists keep telling people. Don't let them get away with intimidating you. Show them you are not afraid by telling them to stop or you will take it further.
- Stay where you feel safe.
- Keep a record of what has happened and who you have told. Ask your friends to be witnesses.

BULLYING: If you laugh at it, you are part of it!

Anti-Bullying Charter

In our community, we will:

- work together to prevent
- bullying;
- celebrate diversity;
- respect difference;
- be friendly to one another;
- always report bullying;
- deal with bullying seriously;
- accept others, regardless of appearance, race, ability, culture, sexuality, gender or circumstance.

Signature: _____

Best practice guidance suggests that schools and other settings should develop their own individual anti-bullying policies. The Welsh Government self assessment toolkit is a useful guide to developing an effective policy. The model policy which follows is meant as a starting point from which schools can develop their own practice and procedures.

SAMPLE ANTI-BULLYING POLICY

(school/organisation)

We acknowledge that bullying does take place but have a zero tolerance approach towards it. We believe that every young person has the right to be safe. It is everyone's responsibility to watch for early signs of distress, deterioration of learning and wellbeing, isolation and erratic behaviour. This behaviour may be an indication of other problems but it may be the early signs of bullying.

We encourage an open culture in **(school/organisation)** where everyone within the organisation has responsibility for reporting and recording incidents of bullying. We promise that every reported incident will be taken seriously and appropriate action taken with those involved.

(1) Statement of Intent

This **(school/organisation)** believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.
- Children and young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.

- Children and young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.
- We will work towards achieving Blaenau Gwent's Anti Bullying Kite Mark

We believe in tackling bullying by encouraging an environment where individuality is celebrated and individuals can develop without fear.

(2) Blaenau Gwent Definition of Bullying?

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Department for Children, Schools and Families (2007), *Safe to Learn*

(3) Aims and Objectives

The aim of our anti-bullying policy

- To enable everyone to feel safe while at **(school/organisation)** and encourage pupils/children/young people to report incidents of bullying.
- To deal with each incident of bullying as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of our community feel responsible for helping to reduce bullying

The objectives of our anti-bullying policy

- Our whole community can evidence ownership of the **(school/organisation)** anti-bullying policy
- To maintain and develop effective listening systems for children, young people and staff within **(school/organisation)**

- To involve all staff in dealing with incidents of bullying effectively and promptly
- To equip all staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school/setting community (e.g. midday supervisors, part-time staff/volunteers) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school/setting community effectively on the subject of bullying.
- To acknowledge the key role of every staff member in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations.
- To promote emotional health and wellbeing across the whole school/setting and for all members of our community to role-model this in all situations

(4) Practices and Procedures

(A) What we do to prevent bullying

Everyone involved in the life of the **(school/organisation)** must take responsibility for promoting a common anti-bullying approach. Through the consultation process, all stakeholders have agreed to:

- be supportive of each other
- provide positive role models
- convey a clear understanding that we disapprove of unacceptable behaviour
- be clear that we all follow the ground-rules of **(school/organisation)**
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice
- Support each other in the implementation of this policy

All members of the school/setting community are expected to report incidents of bullying.

All Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school/setting policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school/children's council, PSHE etc.
- Through the head teacher/senior staff member, keep the governing/trustee/managing body well informed regarding issues concerning behaviour management
- Provide a key staff member who is responsible for the monitoring of the policy

Governors/trustees/management board have a duty to:

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy
- Identify one governor/trustee/manager to lead on anti-bullying within school leadership

Through the development and implementation of this policy, (school/organisation) trusts that all children, young people, parents/carers and staff will:

- Feel confident that everything is being done to make **(school/organisation)** a safe and secure environment
- Know who can be contacted if they have any concerns about bullying
- Feel supported in reporting incidents of bullying
- Be reassured that action regarding bullying will take place

(B) Reacting to a specific incident

Recording

All incidents will be recorded by the **(school/organisation)** on the electronic recording system [insert alternative recording arrangement if necessary]. A senior member of staff will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children/young people involved will be informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation will be documented and added to the incident log.

Under Equality Act 2010 requirements data from the monitoring and recording of incidents (including 'nil' returns) will be reported termly to Local Authority.

All reported incidents of bullying will be recorded in a Bullying Log. Information kept in the register includes:

1. Names of those involved, including the victim, bully and any witnesses
2. Dates of incidents
3. Details of incidents
4. Action taken
5. Outcome.
6. Reported to Local Authority and others.

Dealing with an Incident

Whenever a bullying incident is discovered, the school/setting will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

i) The school/setting community need to be made aware that when a bullying incident has come to the attention of adults in **(school/organisation)**, it has been taken seriously and action has resulted

(school/organisation) expects to support all involved by:

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

ii) Measures will be in line with the **(school/organisation)** behaviour and discipline policy, and may include:

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Meeting with staff, parent and child
- Missing another activity
- Formal letter home from the senior staff expressing concerns

In a school setting this may also include the following:

- Time out from the classroom
- Pastoral support plan
- Detention after school
- Fixed term exclusion
- Permanent exclusion

iii) Safeguarding procedures will be followed when child protection concerns arise.

Review of policy

In line with all policies, this policy will be reviewed after 2 years – deadline:

__/__/__

It may also be reviewed and amended, in consultation with all stakeholders, in the light of events or experience. The Stakeholders of this policy are children and young people, staff, parents and carers, governors/trustees/management board, and people from other organisations involved with the life of **(school/organisation)** (inc. before/after-school clubs, transport staff etc.).

Data from the monitoring and recording of incidents (including 'nil' returns) will also inform policy review and will be seen by governors/trustees/management board half term/once a term/quarterly.

This policy will also include as appendices a bullying incident log and information on the Anti-Bullying Kite Mark as below.

Appendix to policy - Bullying Incident Log

	Name(s), Age, Gender	Setting	
Child(s) alleged to be experiencing bullying behaviour			
Child(s) alleged to be engaging in bullying behaviour			
Reported by:		Date:	
Investigation by:		Date:	
Account of individual(s) alleged to be experiencing bullying behaviour: (use separate sheet if required)			
Looked After Child? Yes / No	Ethnicity:		
Account of individual(s) alleged to be engaging in bullying behaviour: (use separate sheet if required)			
Looked After Child? Yes / No	Ethnicity:		
Action: (use separate sheet if required)			
Review/monitoring date:			
Was alleged bullying confirmed?	Yes	No	Insufficient evidence to decide
Was the matter resolved?	Yes / No		
Details:			
Future action : (if appropriate)			

“Bullying behaviour involves an imbalance of power where a person or group of people repeatedly and intentionally cause emotional or physical harm to another person or group of people. Isolated instances of hurtful behaviour, teasing or arguments between individuals of equal power should not be seen as bullying.”

Anti-Bullying Kite Mark

The anti bullying kite mark is led by Ffion Morgan (Tel: 01495 304352), Youth Activity Officer for Communities First Ebbw Fawr.

Blaenau Gwent have introduced an anti bullying kite mark to set out the standards required to reduce bullying. Settings that apply for the kite mark will be assessed by young people who have received training on the standards. The standards are below.

Bronze

- Evidence of student knowing the pupil buddy group
- Buddies throughout year group
- Buddies receive appropriate training
- Well-advertised buddy time table including buddies photos
- Anti-bullying topics discussed in PSE throughout year groups
- Students feel they can trust a teacher to deal with bullying
- Pupils awareness of anti-bullying policy
- Posters advertising anti bullying and support services available (school counsellor, kooth, child line etc)
- Anti bullying information in school diaries
- Record of anti bullying incidences is evident in schools (own system)

Silver

- Identifiable buddies (t –shirt, jumpers)
- Private buddy room
- Buddy support – annual training and quarterly meetings
- School news-letter advertising buddy system
- Pupils understanding reporting procedures for bullying incidents
- Pupils understanding of sanctions from bullying behaviour
- Evidence of anti-bullying reporting system
- Anti bullying information and support on school website – including school anti-bullying policy
- Review of anti bullying incidences leading to change in school practices
- Annual survey of young people and views on bullying
- Record of recording bullying via SIMS.

Gold

- Buddies delivering assemblies at least three times a year
- Whole school approach to anti-bullying training - (including receptionists

and dinner ladies)

- Evidence of anti bullying information being regularly updated
- Buddies delivering anti bullying sessions for PSE/Essential skills
- Outside agencies deliver sessions in PSE/Essential skills
- Review of anti bullying incidences leading to change in school policies and practice shared with other schools and partners
- Evaluation of annual survey of young people and views on bullying with evaluation and evidence of how views have changed practices in the setting.
- Record of recording bullying via SIMS.

APPENDIX 1

SCHOOL ANTI-BULLYING STRATEGY SELF-ASSESSMENT TOOL

Completion Notes

Note 1

CONSULTATION

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning.

Has the school consulted widely in developing its policy?

For example, this could include:

- Pupils
- Parents/carers
- Teachers
- School staff
- Governors
- Lunchtime supervisors
- School nurses
- The community
- Educational psychologists
- Education Social Workers
- External agencies such as Childline, the NSPCC etc
- The LA
- Teachers unions
- Community police officers
- CAMHS
- Young People's Partnerships

Have a variety of methods of consultation been used?

This could include:

- Questionnaires, for example:
 - Dan Olweus' questionnaire which profiles the nature and extent of bullying over the previous term, analysed by class, year and gender, and allows schools to compare themselves with others. There are junior and secondary versions.
 - "My Life in School": identifies levels of bullying within the school for preceding week. There are infant, junior and secondary school versions.
- Interviews with pupils – individually or in small groups
- Focus groups
- Suggestion boxes
- School council
- PTA meetings

- Working parties of pupils/parents/other interested groups
- Governors meetings

Note 2

DEFINITION OF BULLYING

Does the policy define what the school considers 'bullying' to be?

Is this definition of bullying clear and age-appropriate?

Here are some examples of definitions of bullying. This is not an exhaustive list – by developing your own definition you will promote useful discussion.

- 050/2011: Respecting Others guidance:
 - “Deliberately hurtful (including aggression)
 - Repeated often over a period of time (whilst recognising that even a one-off incident can leave a pupil traumatised and nervous of future recurrence)
 - Difficult for victims to defend themselves against.”
- Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.” (Tackling bullying in schools: A survey of effective practice – Estyn 2006)

- Cardiff University Report on Evaluation of School Anti-Bullying Policies 2006 – Example of good practice (further examples can be found in the Report at www.wales.gov.uk/respectingothers):
“Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim:

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
 - Physical - pushing, kicking, hitting, punching or any use of violence
 - Racist – racial taunts, graffiti, gestures
 - Sexual – unwanted physical contact or sexually abusive comments
 - Homophobic – because of, or focusing on, the issue of sexuality
 - Verbal – name-calling, sarcasm, spreading rumours, teasing.
- “Bullying can happen when one person or a group tries to upset another person by saying nasty or hurtful things again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again. It may not be bullying when two people of roughly the same strength have a fight or disagreement.” (A Mellor (1997), ‘Finding Out About bullying’, SCRE Spotlight Number 43, Edinburgh: SCRE)
 - The Anti-Bullying Alliance’s defines bullying as behaviour that is:
 - Repetitive, wilful or persistent
 - Intentionally harmful, carried out by an individual or group
 - An imbalance of power leaving the victim feeling defenceless

Note 3

ABILITY TO IDENTIFY BEHAVIOUR AS BULLYING

Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?

Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones
(Respecting Others, p.7)

Bullying by text messages on mobile phones:

- This is an increasing problem and is difficult to trace, requiring schools to be particularly vigilant and innovative in finding solutions. Children should be careful who they give their phone number to, and keep a record of the date and time of any offensive message. Teachers need to encourage victims to save messages they are concerned about and let a member of staff see them. When pupils report bullying text messages the school needs to take the complaint seriously; the child's family might also need to contact the police. If such bullying has been carried out by one or more pupils on a persistent basis, or there has been a threat of violence, it will need to be dealt with firmly. The same also applies to malicious e-mails sent by other pupils.
(Respecting Others, p.15)

Does the policy identify categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?

There are many important categories of bullying, including:

- Racist bullying
- Sexual bullying
- Gender-based bullying
- Bullying on the basis of sexual orientation
- Bullying on the basis of Special Educational Needs or disabilities
- Bullying of those with long-term health conditions

For further information please see Respecting Others (part 2).

Example of good practice taken from Cardiff University Report on the Evaluation of School Anti-bullying policies

- The principal forms of bullying are verbal, physical and manipulative.

Verbal bullying may:

- involve name calling
- make use of written notes, emails or mobile telephone messages
- include threats of physical violence

Physical bullying:

- often consists of deliberate jostling, bumping, pushing or shoving. Those responsible may easily maintain that it is accidental when detected for the first time. It is a criminal offence where it involves assault, actual bodily harm or wounding.
- may involve theft or damage to property (accompanied by the threat of violence). Not all theft or damage is bullying, but it is where the intention is to create fear and use power improperly.

Manipulative bullying:

- manipulates social networks with the intention of excluding, ostracising or marginalizing individuals from their friends and normal relationships
- spreads rumours or malicious accusations Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullying may seize upon aspects of body shape or appearance or focus on parental, cultural or ethnically-bases lifestyles. It may dwell upon race, religion or nationality. It may also reflect upon race, religion or nationality. It may also reflect parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness of lack of it.

Note 4

STRATEGIES FOR THE SCHOOL

Does the policy deal with bullying as a whole-school issue?

Bullying should be dealt with as a whole-school issue. Research carried out with over 2,000 pupils in Sheffield in 1994 concluded that the schools which were most successful in reducing bullying were those where a multi-faceted whole-school approach was adopted. This included: awareness-raising, actively involving pupils in drawing up definitions and seeking solutions, curricular work and work in the school environment and acceptable and unacceptable behaviours (Sharp and Smith, 1994)

Does the policy consider all the opportunities where bullying can be tackled through the curriculum?

Bullying and its effects may be exemplified and reinforced through many areas of the curriculum:

- PSE
- Tutor groups
- Creative writing in English/Welsh lessons
- Drama
- History
- Religious Education

Example of good practice from the Cardiff University Report:

One of the best policies in relation to this aspect of the policy identified bullying both as a cross curricular theme and as a particular theme to be approached in Personal and Social Education. It was quite specific on this, explaining that there should be:

- Specific work on Bullying especially in Year 7 when the fear of bullying is very real e.g. in the introductory booklet "Factfinder".
- Work on Bullying using role play and drama in Drama lessons in years 7, 8 and 9.
- Specific work on self-esteem and assertiveness.
- Specific work on problem-solving games which can be used to teach non-conflict resolutions.
- Books on bullying [both fact and fiction]. Videos available.
- A budget to finance anti-bullying strategies, e.g. Anti-bullying week, posters competitions.
- Peer group education e.g. drama production developed by senior pupils for Year 7/Year 6 (Junior Schools). The same school gave detailed consideration to the school's environment and supervision arrangements in corridors and playground as well as classrooms, the school ethos, communication within the school and with parents and governors

Does the policy identify a range of strategies the school can use to reduce bullying?

Many schools have found that the best policies usually include a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. The following are some of the key strategies schools have used to prevent or reduce bullying:

- Co-operative group work – from age 5
- Circle time – from age 5
- Circle of friends – from age 5
- Buddying (or befriending) – from age 9
- School councils – primary and secondary school pupils
- The Support group approach – from age 9
- Mediation by adults – from age 7
- Mediation by peers – from age 7
- Peer Support – primary and secondary school pupils
- Quality circles – 11 to 18 years
- Assertiveness training groups – primary and secondary school pupils

Does the policy lay out an effective system for keeping records of bullying incidents?

For example, details could be recorded on a bullying register:

- Names of those involved, including the victim, bully and any witnesses
- Dates of incidents
- Details of incidents
- Action taken
- Monitoring of situation.

Note 5

STRATEGIES FOR PARENTS

Have parents/carers been consulted on the development of the school's antibullying strategies?

Parental support is often a key to success or failure in anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages, and some schools have learned to build on this. The majority of parents support anti-bullying measures and are keen to participate.

Useful approaches include:

- Regular consultation and communication
- Providing information about the nature and effects of bullying, by means of posters displayed in the school and information packs presenting the findings of
- surveys
- Advising parents of possible consequences of their children bringing valuable
- items to school
- Putting on a drama to which parents are invited – an existing play, such as
- “Only Playing, Miss”, or one based on the pupils’ own experiences (developed
- from role-play in drama classes, or survey examples)

Parents can also be kept informed through:

- Leaflets and newsletters home
- Open days
- Anti-bullying weeks
- The school prospectus
- The school website

Does the policy lay out clear guidelines for parents wishing to complain about bullying?

For example:

Talking to teachers about bullying:

- Try to stay calm
- Be as specific as possible about what your child says has happened
- Make a note of what action the school intends to take
- Ask if there is anything you can do to help your child at school
- Stay in touch with the school

If your concerns are not being addressed:

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to meet the head teacher
- If this does not help, write to the Chair of Governors explaining your concerns
- Contact the Director of Education for your authority, who will be able to ensure
 - that the Governors respond to your concerns
 - Contact local or national parent support groups for advice

Note 6

STRATEGIES FOR PUPILS

Clear details should be given about a range of ways for pupils to report bullying, including important indirect ways, and information about support for both victims and perpetrators. For example, evidence of peer support, bully boxes, use of sixth form, web reporting, and counselling for suspected bullies.

Example of good practice from the Cardiff University Report.

- As a “Telling-School” victims of bullying have 5 potential routes to voice their concerns:
 - Mentors. Each year 7 pupil has a year 12 mentor. These Y12 students have child line training and are trained to deal with the victims of bullying
 - Form teacher. The form teacher is the member of staff who is primarily entrusted with the well-being of the child in their form. Pupils are encouraged to talk to their form teachers.
 - Year Head. Some pupils feel more comfortable telling their head of year
 - Assistant Head (Pastoral) ... leads the anti-bullying procedures in the school but is happy to deal directly with the victims of bullying
 - Parents are welcome to contact senior staff to express concerns over bullying

Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?

If all efforts fail to help pupils stop bullying fail, schools will need to take tougher action to deal with persistent and violent bullying.. They will need to make sure that the whole school community knows what sanctions will be used. They should be fairly and consistently applied. A possible graduated approach suggested by Suckling and Temple in their publication “Bullying: a whole school approach” (Jessica Kingsley, 2001) is as follows:

- Logical consequences. Students need to be made aware that their behaviour
- is related to an outcome, and has consequences for themselves and others.
- Time-out. Removing the student from the group, not so much as a punishment, but rather as a time when he or she can think about their behaviour and often a solution
- Denial of privileges, with the opportunity to redeem one’s self
- Individual student management plan [ref: pastoral support programme]
- Parental involvement
- Counselling
- Removal of bully away from the victim (e.g. into another class)

If all steps fail it may be necessary to exclude the pupil for a fixed period or, particularly where serious violence is involved, the head teacher has the option of permanently excluding the pupil. This should not, however, be a standard course of action and each case should be considered separately.

Note 7

PROCEDURES

Are there clear procedures for reporting and dealing with incidents of bullying for pupils, parents, teachers and other school staff?

Procedures should be clearly outlined (e.g. including bullet points and examples) and deal specifically with incidents of bullying.

Examples of good practice from the Cardiff University Report:

Example 1: Once bullying concerns have been expressed these should be dealt with by either the form teacher, the Year Head or Assistant Head (Pastoral). The normal stages would be:

- Talk to bully victim
- Talk to alleged bully
- Design coping strategies for the victim to avoid the situation
- Alert teachers as to the issue
- Allow the victim and bully to meet and discuss issues leading to conflict resolution.
- Sanctions on bully – contact home – detention-use of internal exclusion –

- exclusion

Every case is different and will require different solutions; however the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

Example 2: Other schools with good, clear policies provided flow charts or other simple and clear explanations of their procedures, in some cases described as clear stages in an on-going and escalating process, for example:

Stage 1 (Teacher Concern)

- Child reports to head teacher
- Apology to victim – verbal – written
- Child is counselled by class teacher (and SENCo/Headteacher if necessary)
- Possible loss of privileges
- Parents may be informed

Stage 2 (School Action)

- Class teacher/SENCo controlled (Headteacher)
- Child is given notice that “bullying” and other inappropriate behaviour is being recorded.
- Record is begun containing Date and Description of incident
- Class teacher and SENCo counsel child informally
- Parents are involved in counselling
- Collect evidence and in consultation with parents decide if child has a Special Educational Need. Access to Stage 3. Code of Practice is implemented.

Stage 3 (School Action Plus)

- Head teacher Control
- Head teacher/Outside Agency/SENCo implement strategies to correct behaviour
- Parents work in tandem with school
- Chair of Governors is informed and a meeting of all concerned takes place as soon as possible. Suspension and/or exclusion may be considered

Note 8

TIMETABLE FOR DEVELOPMENT AND REVIEW

Does the policy include a checklist of by when things should have happened?

In monitoring the policy, a key member of staff identifies progress and enables follow-up, showing whether the policy is really effective. Make clear under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them.

It is essential to follow up the launch of the policy with regular reminders. A low-profile policy can be easily forgotten, and in subsequent years, new pupils need to

be made aware of the policy. Schools should be aware of the temptation of using the existence of an anti-bullying policy to deny the existence of bullying. In monitoring the policy's effectiveness, the views of pupils should be sought on how well the policy is working. Any areas where problems persist, and where further work may be needed, should be identified.

Does the policy lay out dates for regular review of the policy?

Use data from monitoring and feedback, which staff, families, pupils and governors provide, to review and update the policy – at least once every school year. A report each term to governors, parents and staff may be helpful.

Appendix 2

School Anti-Bullying Strategy Self Assessment Tool

This self-assessment tool should be used alongside the accompanying completion notes attached and with reference to the Welsh Assembly Government Circular 23/2003 Respecting Others: Anti-bullying Guidance.

Consultation	<input checked="" type="checkbox"/>
Has the school consulted widely in developing its policy?	<input type="checkbox"/>
Have a variety of methods of consultation been used?	<input type="checkbox"/>
Are interested groups being consulted at all stages of developing, implementing, monitoring and evaluating the policy?	<input type="checkbox"/>

Definition of bullying	<input checked="" type="checkbox"/>
Does the policy define what the school considers 'bullying' to be?	<input type="checkbox"/>
Is this definition of bullying clear and age-appropriate?	<input type="checkbox"/>

Ability to identify behaviour as bullying	<input checked="" type="checkbox"/>
Does the policy identify types of bullying behaviour, including the use of modern technologies as a tool for bullying?	<input type="checkbox"/>
Does the policy identify important categories of bullying, for example bullying on the basis of race, gender, sexual orientation, Special Educational Needs or disabilities and long-term health conditions?	<input type="checkbox"/>

Strategies for the school	<input checked="" type="checkbox"/>
Does the policy deal with bullying as a whole-school issue?	<input type="checkbox"/>
Does the policy identify a range of strategies the school can use to reduce bullying?	<input type="checkbox"/>
Does the policy consider all the opportunities where bullying can be tackled through the curriculum?	<input type="checkbox"/>
Does the policy lay out an effective system for keeping records of bullying incidents?	<input type="checkbox"/>

Strategies for parents	<input checked="" type="checkbox"/>
Have parents/carers been consulted on the development of the school's anti-bullying strategies?	<input type="checkbox"/>
Does the policy set out clear guidelines for parents wishing to complain about bullying?	<input type="checkbox"/>

Strategies for pupils	<input checked="" type="checkbox"/>
Does the policy lay out clear, age-appropriate guidelines for pupils wishing to complain about bullying?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the support available to those who have been bullied?	<input type="checkbox"/>
Does the policy ensure that all children and young people are aware of the disciplinary processes for those involved in bullying incidents?	<input type="checkbox"/>

Procedures	<input checked="" type="checkbox"/>
Are these clear procedures for reporting and dealing with incidents of bullying for pupil, parents, teachers and other staff?	<input type="checkbox"/>
Are there clear guidelines on how new pupils/staff are inducted into the school's anti-bullying policy?	<input type="checkbox"/>
Are there clear processes for keeping the policy under continuous monitoring?	<input type="checkbox"/>

Timetable for development and review	<input checked="" type="checkbox"/>
Does the policy include a checklist of by when things should have happened?	<input type="checkbox"/>
Does the policy lay out dates for regular reviews of the policy?	<input type="checkbox"/>