ANTI-BULLYING STRATEGY INCORPORATING CYBER BULLYING

2013 - 2016

bullybusters don't suffer in silence

anti-bullying alliance

Sefton Council

POSITIVE ABOUT DISABLED PEOPLE

Foreword

We are delighted to present Sefton's updated Anti-Bullying Strategy. This revised strategy continues to describe Sefton's ambition to reduce bullying, including prejudice related bullying and cyber bullying and reflects our commitment to ensure that all children and young people are protected from all kinds of bullying. The strategy recognises that bullying takes place not only in schools and other settings but also within the community. One of our priorities will be to alert parents to the additional signs to look for if they feel their children are being bullied or experiencing "trolling" via a social networking site. A troll is a person who will make inflammatory comments via a social networking site in order to provoke an emotional response. Sometimes anonymity can be a factor allowing the person who is trolling to be a different person in the virtual world.

Bullying has a detrimental effect on our children and young people, the impact of bullying and the damage inflicted, is often underestimated. We do know that bullying can cause considerable distress to children and young people, affecting their health and development, as well as affecting their emotional and mental health.

We aim to create a climate in which everyone agrees that bullying is unacceptable, and must be tackled as a matter of urgency to improve outcomes for children and young people. We need to ensure that all professionals working with children and young people, and young people themselves, have the skills, knowledge and understanding to address bullying effectively. The views of children and young people have helped to shape this strategy.

This multi-agency strategy seeks to build on the work already being undertaken in Sefton. Bringing together the work of the various teams in Sefton Council with that of partner agencies including those we commission is a key part of our response to those children and young people.

Cllr Ian Moncur - Cabinet Member - Children, Schools, Families and Leisure

Colin Pettigrew - Director, Young People and Families

Dr David Sanders – Independent Chair of Sefton LSCB

Definition

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.

'Preventing and Tackling Bullying', Department for Education 2013

Contents

1. Introduction

The revised Anti-Bullying Strategy is being launched in February 2014, after the consultation process with all stakeholders. We will seek to involve parents/carers, children, young people, professionals and the wider community across Sefton. It has the full support of Sefton Council and the Local Safeguarding Children's Board. Our strategy will continue to embed the Government's commitment to prevent and tackle bullying.

2. Aim of the strategy

This revised strategy builds on the success of Sefton Council's commitment to reducing bullying behaviour, and work undertaken by Sefton Council and schools to secure better outcomes for children and their families affected by bullying and discrimination. This strategy reflects government policy, local assessments of need, the views of stakeholders, and aims to strengthen Sefton's existing Anti-Bullying Strategy. Sefton realises that bullying can take place across a range of settings therefore the revised strategy will be focused upon bullying in schools and the community including on public transport. There are some activities that did not occur in the previous strategy, therefore, we will try to address these in the revised strategy.

Dealing with bullying forms an important part of several agendas for the council. These include the troubled families agenda with its emphasis on reducing anti-social behaviour, crime and reducing absence across education settings, the responsibility of being corporate parents for looked after children and the safeguarding agenda.

In Sefton, we recognise the existence of personal, cultural and institutional oppression in the lives of individuals and groups, and that this may impact on their potential for involvement in being bullied and/or bullying others. We are committed to the idea that no one deserves to be bullied, regardless of their age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation. We also believe that, whilst their behaviour may be unacceptable, those involved in bullying others also need support. We therefore intend this strategy to be adopted and implemented in a fully inclusive way and actively encourage the involvement of all children, young people, families and relevant adults and agencies in developing and supporting anti- bullying work in Sefton. As part of our commitment we will commission work to develop specific local guidance that will incorporate homophobic and transphobic bullying.

We will work closely with schools and other settings in relation to E safety, to ensure that all children and young people are able to enjoy the benefits of modern technology, whilst making them aware for the need for personal security and the possible dangers of online grooming and sexual exploitation.

In developing the strategy we will promote the emotional resilience of children and young people to deal more effectively with bullying in all settings.

Underlying the Anti-Bullying Strategy is the strong commitment of partners to engage positively with all young people and to provide professional help so that those experiencing difficulties can find their own solutions to them. It is understood that all agencies are responsible for the evaluation of their own work based on the views of young people.

This overarching strategy and action plan for Sefton Council (schools, other settings and partner organisations) is designed to achieve the overall aim of reducing incidents of bullying in Sefton. 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.

- Signpost children and young people to local services that can support.

- Support community and school environments to enable young people to learn in a safe environment and to reach their full potential.

- Deliver an effective coordinated response to reducing bullying across Sefton in line with legislation and guidance.

- Assist agencies to develop a continuing effective response to bullying issues.

- Encourage agencies and organisations which have a statutory obligation to adopt policies on bullying, e.g. schools and alternative education providers and community settings.

- Enable adults working with children and young people to be aware of those particular groups of children who may be targeted or at risk of bullying.

- Provide links to Government guidance and resource information to inform professionals about roles, responsibilities and the support available to assist them in their duties.

- Ensure that the strategy and any associated information or documents are easily accessible.

These aims are underpinned by the principles set out in the "Early Help Strategy" and expectations of the Sefton Local Safeguarding Children Board. - *Strategic Priority Three* – Bullying, Cyber Bullying and Prejudice Related Bullying

This strategy is intended to benefit Sefton's 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.

The Government's approach to bullying has been outlined in the Department for Education's 'Preventing and Tackling Bullying' 2013. This document covers legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools.

The revised Working Together to Safeguard Children: March 2013 makes it very clear that effective safeguarding arrangements should be underpinned by two key principles:

- safeguarding is everyone's responsibility: for services to be effective each professional and organisation should play their full part; and

- a child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

3. Summary of the Key Points of the Strategy

- 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.

- Underpinning the strategy is a commitment to participation – especially by children and young people. The strategy provides children and young people with opportunities to take part in the development and implementation of anti-bullying work in Sefton.

- A balanced strategy: Education and prevention approaches for all children and young people in school settings and the community. It is important that there are specific interventions for those children and young people and their families experiencing bullying and discrimination.

- Work should be undertaken with children and young people who bully others.

- Building a consensus that 'we are all in this together'.

- Enable a sufficiently safe environment in order to allow that children/young people may bring bullying out into the open.

- That the legal situation relating to bullying needs to be understood and the implications accepted by those who carry a legal responsibility.

- Collecting information about the scale of the problem regularly, to be able to monitor the situation, in order to inform future action.

- Enable children and young people to feel safe, informed and empowered and are listened to, and action regarding their concerns is positive and effective.

- Promote positive relationships in the community and schools.

- Engage children and young people in finding solutions to their difficulties.

- Know the effectiveness of intervention by agencies from the points of view of young people.

- Alerting parents to the additional signs to look for if they feel their children are being bullied or in trouble on line.

Underpinning our approach is the commitment, through the work of the Anti-Bullying Steering Group, to work collaboratively to support and be involved in activities that will result in reduced levels of bullying.

4. Why we need to focus on bullying

Children's Services Authorities must make arrangements:

- 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; To ensure that their functions are discharged, having regard to the need to safeguard and promote the welfare of children.

5. Sefton's approach to tackle bullying

Children's wellbeing and happiness continue to be a key priority for Sefton Council. They are committed to safeguarding children and reducing bullying so that all children and young people feel safe in schools, youth settings and communities. The strategy expresses the commitment and intentions of the the partners involved in the Anti-Bullying Steering Group to reduce the incidents and negative impact of bullying on the lives of Sefton's children. The Anti-Bullying Strategy has been developed in full consultation with the stakeholders who participate in the multi- agency steering group to develop and deliver a joined up approach to prevent bullying occurring and to tackle it when it does occur. *During consultation with the senior designated persons in schools and other education settings in July 2013, they stated they would like more regular meetings and training. They also stated they would like to know about organisations who are locally based to offer support. They would like to work much closer with Bully Busters. They also stated they found undertaking the exercise about different types of bullying very useful as they could share ideas and learn from each other about what is effective practice.*

6. Definition of bullying

The Anti-Bullying Alliance defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Children and Young People in Sefton Council have produced a Sefton statement. They define bullying as:

Bullying is intentionally hurting another person, physically, verbally, emotionally, psychologically. It is repetitive. Bullying is different for different people, for some it can be life threatening. For some it takes longer to have an affect than others. No one deserves to be bullied.

School Council. Anti Bullying week 2013

Adults who bully - Although this strategy considers bullying mainly in the context of children being bullied by other children sometimes adults bully children. If an adult bullies a child, procedures should be in place to enable the child to complain about the bullying to a trusted adult within the children's setting or school. The relevant complaints and disciplinary procedures should be implemented immediately, with support arrangements in place for the child victim whilst the complaint is being investigated.

When there is a concern that a volunteer employed by any public, private or voluntary agency and who is entrusted with the care or control of a child or has contact with a child in the course of their work, has behaved in a way that has harmed a child, that indicates s/he is unsuitable to work with children, the incident should be reported to the Local Authority Designated Officer following the procedures for Allegations against Staff, Carers and Volunteers.

We have to recognise that adults within our children's settings and schools may also be subject to bullying. This bullying may be by another adult in the same way as children bully other children, but there are also situations where an adult may be bullied by a child or a group of children. Examples of this form of bullying are name calling, using threatening gestures and signs/symbols, misuse of technology, e.g. camera & video facilities used to record. When an adult is being bullied by another adult, there are procedures within the workplace which can be used to deal with the situation. However, when the context is of an adult being bullied by a child or group of children, the response will be similar to that applying to child- to-child bullying, i.e. the safety and support of the victim will be the primary concern whilst the behaviour of the bully/bullies is challenged and addressed. The child's setting/school needs to adopt measures to protect staff from bullying by children/pupils both on and off site. When facing bullying off site, staff need to be made aware that they have the same rights of protection from threats as any citizen in a public place and that their first concern must be for their personal safety. Staff should be advised to make it known to the child/children that they have been recognised. They should use their judgement as to how best to get away safely from the situation without escalating the confrontation. They should inform the designated safeguarding/CP lead in the service/school.

Bystanders: Despite the fact that the vast majority of bullying incidents are witnessed, bystanders are often reluctant to intervene either through fear of the consequences, a sense of loyalty to the bully or lack of awareness of, or interest in, the potential harm bullying can cause. Even if bystanders are not involved in inflicting the bullying, they can be involved in resolving it.

7. Types of Bullying. Bullying is either direct or indirect and can take many forms such as:

Physical aggression - hitting, punching, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.
Verbal - name calling, threatening, insulting, teasing, "jokes", mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care. **Prejudiced based language is unacceptable and therefore the term "GAY and TRANNY" are an insult and is unacceptable and should be challenged.**
Non-Verbal - staring, body language, gestures, posturing.
Indirect - excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces.
Sexual - touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated.
Sexting - sexting has been defined as the "exchange of sexual messages or images" and "creating, sharing and forwarding sexually suggestive nude or nearly nude images".
Racist - bullying which is directed towards an individual, perceived name calling, derogatory, assumptions or generalisations about race, culture or religion, e.g. racial taunts, references to terrorism, dress, graffiti.
Religion or Belief - bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs, affiliations and practices e.g. Islamophobia.
Gypsy, Roma, Traveller - bullying of children which relates to them being members of the travelling community.
Homophobic is motivated by a prejudice against lesbian, gay or bisexual people.

Asylum Seeker and refugees - bullying of children which relates to them being from refugee or asylum seeking backgrounds.
Sexist, sexual bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. Sexual favours; coercion to take part in humiliating acts. The root cause of sexist and sexual bullying is gender inequality.
Transphobic is prejudiced behaviour against a person's actual or perceived gender identity or gender expression.
Learning disability/difficulty - Bullying of children who have impairment, which affects the way they learn, understand, socialise and communicate (i.e. speech and language difficulties). It is likely that these children will have Special Educational Needs.
Disability - Bullying of children who have a physical or mental impairment (apart from learning disabilities/difficulties). For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis. It is likely that these children will have Special Educational Needs.
Appearance - based on weight, size, hair colour or an unusual physical feature.
Gender - Bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
Cyber bullying - text messaging, using social network sites internet chat rooms to post malicious comments about a person or group, the misuse of camera or video facilities including 'Happy Slapping' Sending threatening or intimidating comments via email.

Other vulnerable groups of children and young people that have been identified from research include those who are young carers and children in care.

8. The six core strands of work that underpin the strategy

1. Consultation with children and young people.

2. Information gathering.

3. Prevention of bullying.

4. Intervention when bullying incidents occur.

5. Addressing bullying in schools and the wider community.

6. Equality and Diversity.

1. Consultation with children and young people:- Involving children and young people is crucial to ensure they are provided with continuing opportunities to influence key decisions that will shape the anti-bullying strategy and any additional guidance that is commissioned. We need to equip children and young people 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.

Key Actions

- Young people's representative to contribute to the Anti-Bullying Steering Group.

- Continue to identify resources to host children and young people's Anti-Bullying Conference on an annual basis.

- Work with school councils to promote anti-bullying work.

- Consult with Children and Young People who belong to groups may experience discrimination.

- Consult with Children and Young People who are looked after.

- Consult with Children who have special educational needs.

- Consult with young carers.

- Develop a Sefton Young People's Anti- Bullying Alliance.

- Commission Young People to undertake specific pieces of work in relation to types of bullying.

2. Information gathering:- Gathering accurate information on the prevalence of different types of bullying is a key priority within this strategy. All children's settings have a duty to safeguard and promote the welfare of children. It is therefore critical that school, youth and community settings should record all incidents of bullying, along with actions undertaken and outcomes. All records should be kept in a safe place.

Key Actions

- Find out what schools and other children's settings are doing about bullying and how they are addressing it.

- Continue to develop robust systems for monitoring the effectiveness of anti-bullying work throughout Sefton by gathering accurate information on the prevalence of different types of bullying.

- Address bullying of looked after children in school through the completion of the Personal Education Plan.

- Work with all partners to develop a protocol for sharing information regarding bullying.

- Commission Young People to undertake specific pieces of work in relation to types of bullying.

3. Prevention of bullying. It is important to promote a shared understanding of what bullying is across schools and other settings and how it impacts on the children and young people involved and the importance of addressing it both in and out of school by developing their policy and practice to prevent bullying. Young people also have a crucial role to play in preventing bullying behaviour through their active involvement in a range of peer support programmes in schools and the wider community.

Key Actions

- Find out what schools and other children's settings are doing about bullying and how they are addressing it.

- Continue to develop robust systems for monitoring the effectiveness of anti-bullying work throughout Sefton by gathering accurate information on the prevalence of different types of bullying.

- Address bullying of looked after children in school through the completion of the Personal Education Plan.

- Work with all partners to develop a protocol for sharing information regarding bullying.

- Commission Young People to undertake specific pieces of work in relation to types of bullying.

4. Intervention when bullying incidents occur:- Continue to support schools and other settings working with children and young people to report bullying incidents, including, by type, and their outcomes.

Key Actions

- Promote effective ways of dealing with bullying incidents in schools and other settings.

- Provide multi- agency training to deliver on effective interventions for bullying.

- Initiate support through the Common Assessment Framework to further promote an integrated multi-agency approach to bullying.

- Utilise the project Bully Busters to work with children and young people who are being bullied or those who are using bullying type behaviours.

5. Addressing bullying in the wider community. Bullying can happen anywhere – not just in schools. For this reason Sefton, continue to promote resources to help practitioners tackle bullying in:
FE colleges, play and leisure provision, youth activities, children's homes, extended services in and around schools and journeys to and from school and around the community.

Key Actions

- To continue to develop a framework for ensuring that all children and young people and their families have access to information, services and support in relation to bullying that takes place both in and out of school. This includes those who bully others as well as those who are bullied.

- Ensure that all schools and other settings are fully aware of best practice and up-to-date information on tackling bullying.

- Continue to raise awareness of the importance of and support for the Anti-Bullying work in the community.

Equality and Diversity. Schools and all public bodies have a number of responsibilities and duties under legislation relating to equality and diversity. The Equalities Act 2010 protects people from discrimination on the basis of 'protected characteristics' (previously called 'grounds'). The relevant characteristics for services and public functions are:

- disability
- gender reassignment
- pregnancy and maternity
- race – this includes ethnic or national origins, colour and nationality
- religion or belief
- age
- sex
- sexual orientation.

Since the Equality Act 2010 became law, public sector services have an Equality Duty, whereby services need to know they have to

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.

2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Some children and young people are singled out because they are overweight, affluent, deprived, in care or young carers, or for a variety of other reasons. Sometimes the person bullying cannot explain the reasons, they just see their target as 'different'. Bullying that is prejudice-related can include verbal assaults, offensive jokes or language, mockery and ridicule. Young children may use words without an understanding of their meaning.

The Local Authority is responsible for children who are in its care, some of who live in Children's homes. The Local Authority is committed to ensuring homes have adequate procedures, collect data and that there is direct intervention when a child complains of bullying.

The Sefton **SIGMA** Hate Crime Investigation Unit undertakes all investigations into Hate Crimes or incidents that occur within the Sefton Area. A hate crime incident is defined as: *Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person as being motivated by prejudice or hate. The prejudice or hate can be based on any identifying group, which includes race, colour, ethnic origin, nationality or national origins, religion, gender or gender identity, sexual orientation and disability.*

Key Actions

- Include addressing different types of bullying in all of our children's settings.
- Address staff training needs and provide access to Equality and Diversity training for all of the Children's workforce.
- Commission pieces of work to address prejudice related bullying.

This work will be supported through the detailed multi-agency action plans set out in this document with a progress report to be published in March, June, September and December.

9. How will we know the Anti-Bullying Strategy is working?

Measures that will contribute to our understanding of whether this outcome is being achieved are as follows:

- Minimise child on child harm in and out of school.

- Fewer children and young people experience bullying.

- Children will report that they are safe in all the services and settings they access across Sefton.

- Parents will state that they feel satisfied that their child's settings across Sefton are safe and that incidents of alleged bullying are dealt with well.

- From the data we collect there will be a greater understanding about the types of bullying that children are experiencing in Sefton.

- Parents/carers, children and young people will be able to tell us whether anti-bullying policies are working and they will know what to expect in the handling of bullying issues.

- There will be a reduction in the number of children refusing to attend school as a result of perceived bullying.

- We will provide training opportunities for the children's workforce, promoting a consistent response to dealing with bullying. These opportunities will be well-attended by a range of agencies.

- We will see improved practice around anti-bullying education in schools.

- All members of the school/setting and community will be involved in discussions about anti-bullying policy and practice.

- There will be a reduction in complaints to Sefton Council regarding bullying.

10. Bullying in Sefton - What information do we gather about bullying in Sefton?

Using the feedback and priorities identified through the consultation events with Sefton's children and young people and the needs analysis work, the focus on bullying was identified as one of Sefton's key priorities in the Safeguarding Strategic Plan.

Summary report on Pupil Perception Survey

This survey was commissioned to provide schools with information to support their needs assessment for the Sefton Healthy Schools Programme. All schools in Sefton have been offered the survey for two years to enable them to assess the outcomes from their work with Healthy Schools or other initiatives. 44 schools completed the survey. 38 primary, 6 secondary. This includes 1 special schools and 1 PRU. 2698 secondary pupils took part which is slightly less then the previous year – 2800. 4800 primary pupils completed the survey this year (5800 in the previous year). This is a total of 7453 pupils (8,600 pupils last year) It provides valid data for pupils' perceptions of their health and well being. The questions asked in the survey relating to bullying include:-

Are you being bullied?

Response	July 2012	July 2011	Nat 2011
Yes	6%	4.9%	(6.9%)
No	90.4%	91.4%)	(88.7%)
Don't know/ Don't wish to answer	3.6%	3.8%	(4.5%)

Do you know of other students who are being bullied?

Response	July 2012	July 2011	Nat 2011
Yes	24.5%	22.8%	(28.2%)
No	71.7%	73.6%)	(66.9%)
Don't know/ Don't wish to answer	3.8%	3.6%	(4.9%)

Other information we shall gather will include:-

- A range of data from pupil surveys in schools and the community.

- A bi-annual survey of children and young people's views, which will capture experiences of bullying.

- Community consultation events gathering quantitative and qualitative data.

- Complaints to the local authority regarding bullying.

- Records of the Attendance and Welfare Service identifying where bullying is a factor in non attendance at school.

- Exclusions data.

- Transfer and Admissions data - specifically requests for transfer due to bul lying or harassment.

- Ofsted Inspection Judgement under section 5 of the Education Act 2005.

- Section 175 / 157 Returns Safeguarding Audit. This shows the number of schools that have an Anti-Bullying Policy (including homophobic bullying). This information will be provided to the Local Safeguarding Childrens' Board on an annual basis.

In Sefton we recognise that certain groups of under-represented people e.g. disability, LGBT are less likely to complain or disclose discriminatory practice. There could be several reasons for this that include they don't recognise it as being discriminatory and its accepted as the norm and also they are aware of stigma and prejudice so are less likely to seek help, which has the potential to lead to suicide or self-harming behaviours.

11. What we have achieved so far

- **Ofsted 2011,** Parents interviewed said that there is excellent work done in the local community by agencies such as the police, schools, the fire service and voluntary organisations to ensure children feel and are safe. For example Bully Busters, an organisation that works with schools across Sefton, delivers effective peer-mentoring training and targeted presentations on a range of bullying issues.

- Stonewall training delivered across the primary and secondary sector.

- Restorative approaches to incidents of bullying across schools and settings in Sefton.

- Sefton has commissioned the play which shows the consequences of becoming involved with guns and gangs and the difficult decisions that young people can face. This has taken place in a number of primary and secondary schools.

- Multi-agency Anti-Bullying Steering Group oversee and manage the delivery of Anti-Bullying work across Sefton.

- Anti-Bullying week is now embedded in Sefton and all schools hold events to raise awareness of bullying.

- Some small scale consultation work across involving Children and Young People.

- Information sharing sessions with schools. This has included a specific focus on dealing with racist incidents and cyber bullying about best practice and available resources.

- Bully Buster consultation with all children and young people in Sefton schools.

- Bully Busters project co-ordinator has worked with a significant amount of schools looking at different ways to respond to bullying.

- Membership of the Anti-Bullying Alliance.

- Being a member of Stonewall Education Champions Programme.

- Bullying is addressed and embedded in the safeguarding training for designated persons.

- The recording form in relation to types of bullying that has been adopted by schools and other settings has been revised

- Mersey travel "your choice" conferences delivered to schools across Sefton.

12. The National and the Local Context

Bullying is among the top concerns that parents have about their children's safety and well being. It is also a top concern for children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem; it destroys their sense of security; it impacts on its victims' attendance and attainment at school; it can marginalise those groups who may be particular targets; and it can have a lifelong negative impact on the lives of children. At worst, bullying has been a factor in suicide by young people.

The Government has made preventing and tackling bullying one of its top priorities recognising that pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The Ofsted framework includes 'behaviour and safety' as one of its key criteria for inspections.

School Inspection Framework - During Section 5 Inspections, inspectors will evaluate the Judgements on behaviour and safety. This will include:

- Types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment – this includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

- The effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people.

- The views expressed by pupils, and different groups of pupils, of their experiences of others' behaviour and attitudes towards them.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. There is also evidence that a substantial amount of bullying is fuelled by prejudice: racial, religious, sexual and homophobic, against children with special educational needs or disabilities, and against children who are perceived as different in some way. Groups of children who are particularly vulnerable to bullying include children and young people in the care of the local authority, young carers, children from traveller families, and children affected by parental substance misuse and domestic violence. We all have a shared responsibility to work to prevent and tackle bullying of all kinds in order to protect the well being of some of our most vulnerable young people, to promote stronger communities in which diversity is valued, and to ensure that all children and young people are protected.

The recently published Stonewall study 'The School Report: The experiences of gay young people in Britain's schools in 2012' states that 55% of lesbian, gay and bisexual young people experience homophobic bullying in school (53% experience verbal bullying, 23% experience cyberbullying and 16% experience physical abuse). One in three (32%) of gay pupils who experience homophobic bullying change their plans for future education because of it. Similarly, an online survey in 2010 of 700 young carers aged between 6 and 18 (carried out by the Princess Royal Trust for Carers and the Children's Society) showed 68.5% of young carers had been bullied at school and of these 31.6% said they thought this was because of their caring role. 8 out of 10 children with a learning disability had been bullied (Bullying Wrecks Lives, Mencap 2007).

Schools should be able to demonstrate the impact of anti-bullying policies. New advice for school leaders to tackle bullying and its effect on children, acknowledges that the problem of bullying also persists outside school, in the local community, on the journey to and from school, and may continue into Further Education.

Safeguarding children and young people

Under 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'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

LAMB Report [2009]

The LAMB Report looked at how parental confidence in the special educational needs system could be improved in relation to bullying, Bullying of disabled children and children with SEN is more prevalent than it is for their peers. On children's own assessment 48% of all pupils had been bullied and 61.4% of pupils with a learning difficulty had been bullied. Bullying is not restricted to pupils in schools: a survey reported by Mencap found that nearly 90% of people with a learning disability experience bullying, with two thirds of respondents being bullied on a regular basis and nearly a third being bullied on a daily or weekly basis. As a result of this Sefton will be undertaking a piece of work in relation to the effectiveness of a range of approaches to preventing and tackling bullying of children with SEN and disabilities.

National Autistic Society, [NAS] [2012]

To mark its 50th birthday, NAS published its largest ever autism survey. The survey asked young people about their experiences of bullying through school and found that of those who responded: 63% said they have been bullied in school; 75% secondary school age children said they have been bullied in school; 82% of children with high functioning autism or Asperger syndrome said they have been bullied in school. More than half of the children said they wanted to have more friends than they do. But the report highlights the very real struggle young people with autism can face in forming relationships with their school age contemporaries. 78% of young people with autism felt that people outside their family don't know enough about autism and one in ten said that their friends are mainly adults.

The way we are: autism in 2012,

In April 2012 (updated July 2013) the Department for Education (DfE) issued guidance to Head teachers and school staff on developing the school behaviour policy and tackling bullying and in June 2012 Ofsted published their report, "No Place for Bullying", that looked at what schools can do to create a positive school culture and to prevent and tackle bullying. The report found that schools were weak in how they recorded bullying and that anti-bullying training for staff was sometimes too general or did not include all staff members.

The most recent Ofsted framework for schools states that Inspectors will evaluate the extent to which schools provide an inclusive environment which meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation. The behaviour and safety of pupils will also be assessed with a focus on them being free from bullying, harassment and discrimination.

The Equality Strategy – Building a Fairer Britain, [December 2010] outlined the Government's approach to equality. In relation to bullying this included the following intention to "Work with anti-bullying organisations with a proven track record of tackling prejudice-based bullying, to support schools in tackling all forms of bullying, including homophobic and transphobic bullying."

Local authorities have a duty to address bullying more widely in the community beyond schools. This can include bullying on public transport, in further education colleges and offsite education provision, in youth centres and other youth providers, in young offenders institutes and in care homes.

13. Anti-Bullying – the role of schools

Sefton Anti-Bullying strategy supports schools to have clear policies in place to deal with poor behaviour and bullying which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly.

Sefton Council continue to support schools in designing their anti-bullying policies, and their strategies to tackle bullying, by providing comprehensive, practical-guidance documents. For example:-

- **Cyber bulling.**
- **Homophobic bullying.**
- **Bullying involving children with SEN and disabilities.**
- **Tackling bullying related to race, religion and culture.**
- **Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying.**
- **DVD and resource pack, 'Let's fight it together' for school staff working with pupils in assembly and classroom situations.**
- **"Make them go away" A video resource involving bullying of children with disabilities.**
- **Cyber bullying: Supporting school staff which outlines practical ways of preventing and tackling cyber bullying of teachers and other school staff.**

Schools can be well placed to pick up signs of anti-social behaviours, aggression/bullying and gang activity amongst children and identify those at risk of harm as victims and/or perpetrators. Where professionals in schools or other educational establishments have concerns about the risk of harm to a child from anti-social behaviour, bullying and potential or actual gang activity, they should inform the designated person for safeguarding who will involve the police.

Sefton schools are engaged in education initiatives that make specific reference to the school's need to demonstrate effective anti-bullying strategies. Opportunities to promote anti-bullying messages through the curriculum should be a priority:

- The school-curriculum policy and the responsibilities of all curriculum leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area.
- The contribution to anti-bullying work in specific curriculum areas such as personal, social and health and economic education (PSHE), citizenship and in the social and emotional aspects of learning (SEAL) programme.

School Priorities should include-:

- Increased options for children, young people, staff and parents/carers to report bullying incidents.

- Improved systems to track the resolution of bullying incidents are in place.

- A system in place for the annual dissemination of a child friendly summary of the Anti-Bullying Policy and how to report bullying.

- PSHE education has been reviewed to include SEAL (social and emotional aspects of learning) opportunities in every year group.

- An effective peer mediation programme is provided.

- Increased numbers of children report that they have been helped by peer mediation.

- All staff report they are clear and confident about their role in managing bullying including anti-social behaviour and gang activity.

Young people aged 16-19 in work place learning or employment who are still able to access support from general provision for young people (e.g. Connexions, Youth Service Providers, Bully Busters).

14. Bully Busters Project

The project offers assistance and support to children, young people, parents and professionals through a telephone help-line and an interactive website. They offer a listening ear to children, young people and their families. Bully Busters endeavour to assist with communication between children, young people, families and professionals with the ultimate aim of securing a positive outcome for all concerned. They signpost to various agencies and professionals and look at all the effects of bullying such as damage to self esteem or confidence, so preventative steps can be taken to minimise any long term effects. If a solution to the bullying cannot be achieved they will refer the case to the relevant Local Authority Officer who can deal with the issue directly.

The project also offers the services of workers who will deliver direct interventions on behalf of Sefton, Liverpool, Wirral and Knowsley. The workers can deliver a whole school approach via workshops, assemblies, presentations and mediation with schools and organisations to keep the anti-bullying message at the top of the agenda all year round. Visits are catered to the needs of the school and are very versatile in delivery. They can also offer schools a comprehensive training package to assist them in setting up a peer mentor programme within the school and a mediation service for ongoing hard to deal with bullying. They will work with Local Authorities around the facilitation of events relating to Anti-Bullying and compliments the work as part of their ongoing Anti-Bullying strategy. During National Anti-Bullying week they will work with all participating LA's to ensure focused events take place and that they are widely publicised.

15. Partners and Key Stake Holders that provide support and advice to reduce bullying include:

- Sefton Council
- Children & Young People
- Parents/carers
- Schools
- Governors
- Young Carers
- Well Young Persons Project
- Governor Support Services
- Early Intervention and Prevention Services
- Educational Psychology Service
- Registered Social Landlords
- Merseytravel
- Sixth Form Colleges
- CAMHS

- Merseyside Police
- Attendance and Welfare Service
- Early Years and Child Care Team
- Leisure Services
- Sefton Voices
- Bully Busters
- National Anti -Bullying Alliance
- Stonewall
- Hugh Baird College
- Southport College
- SIGMA [hate crime]Unit
- Community Safety
- Safer School Partnership

Action Planning

The implementation of the Strategy will be undertaken through the development of a multi-agency action plan that will identify key actions, responsible leads and clear timescales. The Action Plan will be a live document that will be regularly reviewed and monitored by members of the Sefton Anti-bullying Steering Group.

Review Processes

The impact of the Strategy will be monitored via the direct implementation of the action plan. This will be supported by appropriate processes to evaluate specific approaches and interventions. An on-going process of evaluation will also be undertaken throughout the life of the Strategy to include identification of gaps in provision and future priorities.

Progress reports on the implementation of the Action Plan will be provided to Sefton Local Safeguarding Board at agreed intervals. These will identify key successes and challenges and make recommendations for further support and approval by the Board where appropriate.

Conclusion

Although Sefton Council will continue to lead with regard to bullying, the agenda will be taken forward in partnership with the statutory, voluntary and the community sector through the Anti-Bullying Steering Group. Bullying is a significant concern for children and young people in Sefton. Our schools and communities will not tolerate bullying, prejudice, or any form of discrimination.

In relation to the monitoring, evaluation and reviewing of the strategy, progress and feed back of Anti-Bullying work will be reported to the Local Safeguarding Children's Board.

Sefton face some difficulties and challenges for the future. They include:

- Developing effective data to gauge the extent of bullying in schools and the community.
- Measuring the effectiveness of bullying work.
- Identifying support to address training needs of schools and other organisations.
- Staffing reductions and budget constraints.

Consultation on this strategy has taken place involving a wide range of stakeholders, including all secondary school pupil councils and relevant council services. The strategy will be reviewed on a regular basis and the work undertaken by all the partners in consultation with children and young people will inform the shaping of the Anti-Bullying Strategy.

16. The Role the of Anti-Bullying Strategic Lead Officer

- To raise the profile of anti-bullying work, including working with key partners to continue high profile acknowledgment of and engagement in Sefton's Anti-Bullying Strategy.

- To ensure the involvement of young people in the strategy development.

- To support the promotion of best anti-bullying practice by working in partnership with local organisations in the statutory, voluntary and private sectors to design and deliver support packages.

- To maintain links at a regional and national level with anti-bullying networks.

**For further information about the Anti-Bullying Strategy contact:
Tracy Mckeating Lead Officer for Anti-Bullying on 0151 934 3359
or email: tracy.mckeating@sefton.gov.uk**

Interpreting and Translation Assistance

If you would like to request this document in your preferred language, please complete the information in the box below

The information can also be provided on ☐ Tape ☐ Braille ☐ Large Print

Name ....

Address ....

....

....

Telephone number...

Please fill in and send to
Attendance and Welfare Service, Bootle Town Hall, Oriel Road L20 7AE

Appendix 1

Links to other reports, policies, strategies and plans –

Bullying is a form of behaviour that impacts on the emotional health and well-being of all involved. This policy must therefore be read and understood in conjunction with other relevant national and local policies and plans, for example:

- LSCB Strategic Plan 2013/2020
- Early Help Strategy
- Sefton Health and Wellbeing Strategy
- E Safety Strategy
- Youth Justice Plan
- Sefton Gun and Gangs Strategy
- **Preventing and Tackling Bullying: Advice for school leaders, staff and governing bodies DfE 2013.**
- **Lamb Inquiry Report Special educational needs and parental confidence.** Reviews the effectiveness of a range of approaches.
- Preventing and tackling bullying of children with SEN and disabilities and invests further in those with the most impact.
- **The School Standards and Framework Act 1998** states that 'the head teacher shall determine measures to be taken with a view to preventing all forms of bullying among pupils' 61(4) (b).
- **S.175 Education Act 2002 places a duty on local authorities, governors and head teachers to safeguard and promote the welfare of pupils.** *The Act places a duty on all schools, including independent schools, the duty to "safeguarding" is wider than contribution to child protection, and makes a specific mention of bullying.*

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.
- **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 RESPECT agenda (2005)** seeks to create a modern culture of respect, which the majority of people want. From the points of view of children and young people it involves: *Treating others in the way that you would like to be treated, Being able to be the way I am without being bullied or skitted and vice versa, Not offending or damaging someone else's feelings. Appreciating someone, even though they're from another country and they're different, Consideration for others.*

Appendix 2

Local Help and support

Sefton Attendance and Welfare Service
Telephone 0151 934 3359
Welfare.officers@sefton.gov.uk

Peter Yip
Equality and Diversity coordinator
Telephone 0151 934 5945
Peter.yip@sefton.gov.uk

Bullybusters
BullyBusters is an anti-bullying initiative with a free phone confidential helpline for children and young people and their families. Free Mersey-side based confidential helpline 0800 169 6928 www.bullybusters.org.uk

SIGMA Unit [HATE CRIME] 0151 777 3020

Useful Contacts

Childline
Free confidential helpline for children, young people and their families. The website contains information, advice and publications on the subject of bullying. Helpline: 0800 11 11 (24 hours) www.childline.org.uk

Kidscape
Kidscape is a UK charity set up specifically to prevent bullying and child abuse, providing information, resources and practical skills to help keep children safe from harm. Helpline 08451 205 204 www.kidscape.org.uk

Family Lives (previously Parentline Plus)
0808 800 2222
www.familiylives.org.uk

Mencap
Tel: 0808 808 1111
www.mencap.org.uk

Children's Legal Centre
0845 345 4345
www.childrenslegalcentre.co

Stonewall
0800 50 2020
www.stonewall.org.uk

National Websites

Anti-Bullying Alliance (ABA)
Tel: 020 7843 6315
www.anti-bullyingalliance.com

www.thinkuknow.co.uk
**CEOP's website offers a wealth of up-to-date, practical information on how to keep your child safe online, including where to go for further help and advice.**

www.childnet.com
Includes Know IT All resources on the safe and positive use of the internet.

www.saferinternet.org.uk
Offers the latest advice on how to use the internet and new technologies safely and responsibly.
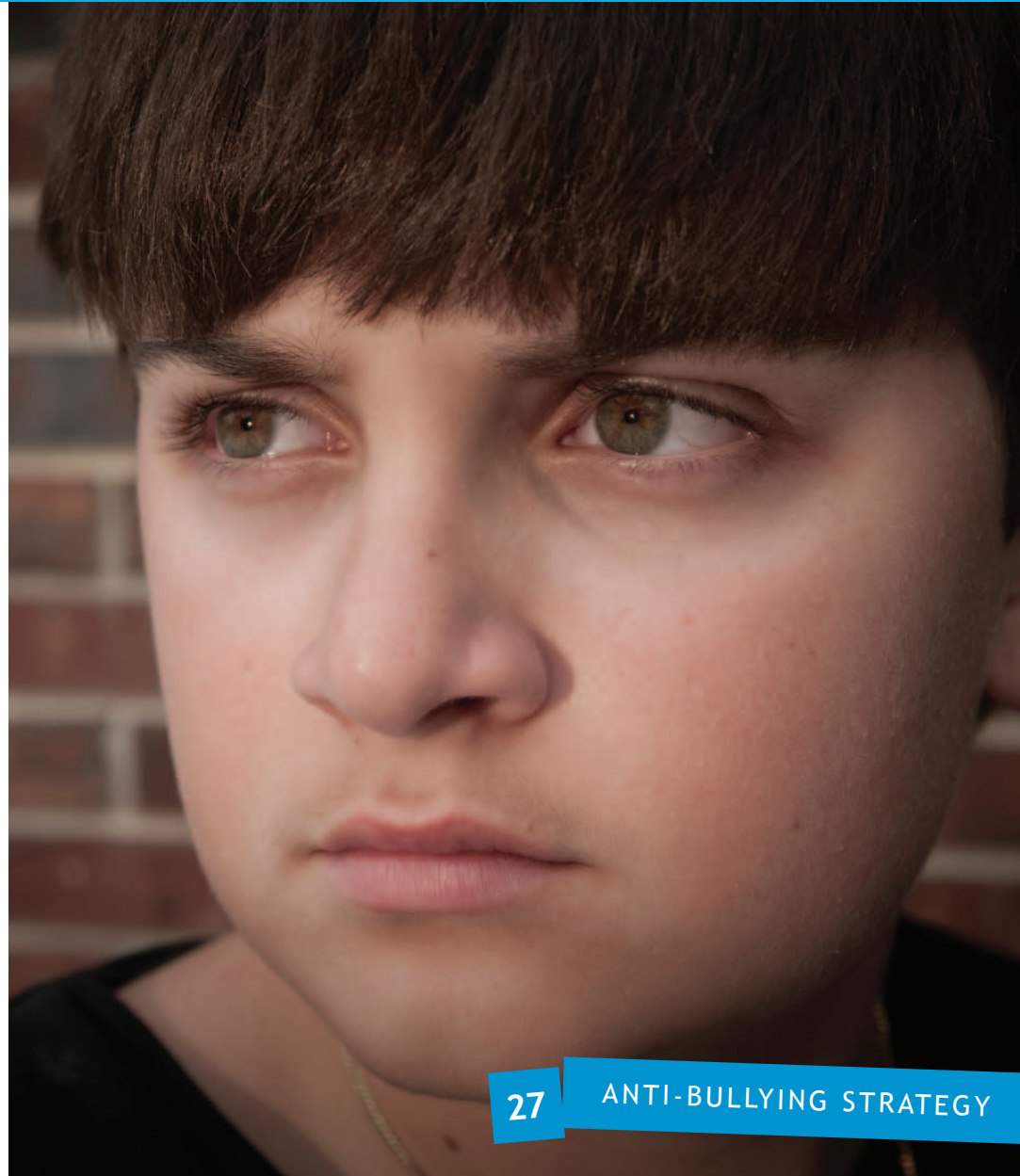
Appendix 3

Anti-Bullying Partnership Steering Group

Terms of Reference

It will fulfil this core purpose by:

1. Developing a borough wide Anti-Bullying Strategy to safeguard and promote the welfare of children ensuring that the strategy considers how to protect the children and young people from harm.

2. Being responsible for monitoring and reporting on progress/issues/developments regarding Sefton Council agreed targets and priorities.

3. Plan (and ensure implementation of) consultation with children and young people about the strategy and approaches to tackling bullying.

4. Actively seek and respond to the needs of local children, young people and their families.

5. Develop opportunities for multi-agency involvement to share good practice.

6. Evaluate the quality and impact of relevant events and programmes and to monitor relevant trends and developments across the council.

7. Developing and implementing strategic plans in line with the strategy, identifying targets, co-ordinating activities, ensuring they are embedded into individual service plans where appropriate and periodically reviewing achievements.

8. Ensure and support joined up/partnership work at all levels, including service planning, delivery and evaluation.

Meetings

To meet each term
2 hours maximum

Housekeeping

- Papers to be sent out to members 5 working days before meeting to allow an informed discussion.

- Copies of minutes, agendas and all relevant papers will be circulated via Tracy McKeating.

Duties of Members

All members are expected to contribute their agencies/organisations expertise and experience to the anti-bullying steering group through the following actions:

- Members must attend regularly and if they are unable to attend must ensure that a deputy, with the power to act and report on behalf of their agency attends.

- Ensure information is fed back to the representative, agency or sector.

- Act as a contact point for members of their Agency.

- Be committed to equality of opportunity and diversity.

- Respect the views of other members.

- Respect confidential information.

The Anti-Bullying Steering Group will invite other representatives and officers to join the group as appropriate to contribute to development work.

Appendix 4

Multi-Agency Action Plans

Sefton Anti-bullying Action Plan 2013/16 – Attendance and Welfare Service

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Communicate with all partners the extent of bullying in Sefton		Children and Young People report with confidence that bullying in all forms is dealt with effectively		Anti Bullying Strategy	All partners Communicate	Tracy McKeating
Collect information in relation children and young people citing bullying as a reason for changing school	Regular reports prepared and analysed	Information about transferring between schools involving bullying		In Year Fair Access		Tracy McKeating
Monitor the number of complaints received by LA related to bullying	Annual reports prepared and analysed	This information will be compared to year on year to evaluate the impact of Anti-Bullying initiatives		Sefton Complaints procedure		Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Raising awareness – Anti-Bullying campaigns across Sefton including the use of social media in relation to bullying and trolling	Three campaigns across the borough	Better information for children young people and their families through the use of social media	AWS time COMMS Team	COMMS Strategy	Staffing reductions	Tracy McKeating
Carry out a consultation with schools in Sefton to understand their policies, procedure and practice to prevent and deal with bullying.	20% schools each term	Better information about current policy and practice enabling better support for children and young people who report bullying.	AWS time	Anti bullying Strategy	Time being a constraint	
Bully Busters service level agreement to be reviewed	Schools, other settings and the wider community access bully busters	Reduction in the incidents of bullying	Bully busters help line and project co-ordinator	Bully Busters service level agreement	Not accessing the service Budget constraints	Tracy McKeating
School network meetings arranged for Anti-Bullying leads in with a specific focus up-to-date information	3 sessions a year	Staff more aware and involved in preventing bullying	Schools	Up-to-date information	Lack of attendance at network meetings	Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Launch of anti-bullying strategy Training programme delivered	All children and young people's forums involved and consulted	Children and young people aware of the Anti-Bullying strategy	Schools Young Advisors	Anti-Bullying Strategy	Children who are deemed as hard to reach not being informed about strategy	Tracy McKeating
Website updated Articles in governors magazines School council network to be established	Up-to-date information disseminated	Parents and carers will be better informed about services to support anti bulling	National guidance and local initiatives	Anti-Bullying Strategy	Lack of access to computer facilities	Tracy McKeating COMMS Team
Using short film advertising to alert parents about signs to look for if their child may be experiencing cyber bullying or other issues affecting safety on line	Two venues located in the north and the south of the borough	Parents and carers will receive in-formation about additional signs to look out for		Anti Bullying S trategy	Some parents may not access information	Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Promote national initiatives such as anti-bullying week Support materials and information distributed to schools Collate information about activities during Anti-Bullying week	All schools and other children's settings participate Conference held for children and young people	Encourage and build on current activities including annual competition Share good practice in all aspects of Anti-Bullying	Budget allocation anti-bullying week	Anti-Bullying Strategy Anti-Bullying Alliance Bully Busters	Encourage schools and other settings to participate	Tracy McKeating Bully Busters
School council conference to consult on the anti-bullying strategy Recruit members onto Sefton Anti-Bullying ambassadors programme	All school councils participate 2 members to be identified by June 2014	Children and young people are consulted and involved Children and young people informed about current issues in relation to bullying	Schools, Children's Services, Young Advisors Local Authority Strategic Lead	LSCB E safety Action Plan Anti-Bullying Strategy	Schools not represented Ensure the members are well supported	Tracy McKeating Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Establish a database of people who deliver training Consultation with schools and other partners to look at framework for reporting and monitoring bullying	Database completed by March 2014 Training sessions with schools and other partner agencies sharing exemplar policies and practices which prevent bullying	List of training providers made available Quality incident reporting across schools and other settings	Anti-Bullying Steering Group Schools and other children's settings	Anti-Bullying strategy Up-to-date information disseminated to schools and other settings Schools individual Anti-Bullying policy	Capacity deliver training Capacity to deliver training Consistent reporting mechanisms across the council	Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Commission training to build a culturally competent workforce who will deal with bullying	Training sessions to be delivered for staff employed in Children's settings	Eliminate discrimination Advance equality of opportunity between people who share a protected characteristic and people who do not share it. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.	Children's settings	Equality Act 2010	People not accessing the training	Independent trainer

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Develop guidance on Transgender Awareness in relation to Children and Young People in Sefton to prevent bullying	Ensure schools and other settings support the smooth transition of any trans person by providing professionals with an increased understanding about trans identities and to establish safe environments for everyone.	Increase confidence in challenging transphobic bullying	Budget allocation	Equality Act 2010	Schools and other settings fail to take action to comply with Act 2010 with regards to the Protected the Equality Characteristics of gender reassignment	Tracy McKeating
Develop awareness of bullying and its impact on children living with SEND	It will enable you to develop effective interventions for children who bully or are bullied.	Reduction in bullying of children and young people with SEN	Budget allocation	Anti-Bullying strategy	Budget constraints may affect capacity to deliver	Independent Trainer Tracy McKeating
Review completed action plans and report submitted to LSCB	Quarterly report produced	Raise awareness of the Anti-Bullying strategy and the associated through the action plans	LSCB performance management	Anti-Bullying Strategy	Budget constraints may affect capacity to deliver	Tracy McKeating

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Ensure that the principles of effective Anti-Bullying work are embedded in the local authority's work on safeguarding, including the Common Assessment Framework (CAF)	Increased use of CAF in relation to bullying	CAF embedded in Anti-Bullying work in schools and other children's settings	Schools and other Children's settings		Schools and other agencies not using CAF.

Encourage the use of CAF through training programmes | Tracy McKeating |
| Develop a Sefton Anti- Bullying Charter Mark | Schools, academies and free schools apply for the charter mark | Anti-bullying charter mark embedded in schools | Documentation to be completed by schools | Anti Bullying Strategy | Schools and other settings do not apply for the charter mark | Tracy McKeating |
| Advice made available in relation to bullying advice | Parents/carers to be informed where to go for general or specialist advice about bullying | Information kept up-to-date | Leaflets

Various social media

Internet | Anti bullying Strategy

Communications Strategy | Parents cannot access websites | Tracy McKeating |

Sefton Anti-bullying Action Plan 2013/16 – Well Young Person Team

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To ensure all the interventions we deliver meet the outcomes/success factors	Children and Young People both in school and out of school	**Young People are confident** (are not anxious, has high self esteem, are relaxed, do not fear failure, are not shy, are not afraid of new things, is robust) **Are socially aware** (interacts appropriately with others, are not isolated / loner, reads social situations well) **Can deal with life's changes and challenges** (are able to cope with problems at school, at home and with friends) Are happy (has fun when appropriate. Smiles, laughs, are cheerful, are not tearful or depressed) Are able to recognise bullying	Well YP staff time		Capacity to deliver commissioned and non commissioned work both in and out of school	Julie Rimmer

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
		Are able to talk to someone about difficulties Feel more confident in dealing with bullying				
Deliver the 3 day restorative approaches conference training.	Schools, Youth Service and 3rd Sector	For the participant to be able to use the skills they have learnt and run Restorative Conferences to resolve conflict	Well YP staff time Venus costs		This training now incurs a cost. Participants unable to run the conferences due to not being given the time.	Julie Rimmer
To deliver a new 8 week programme Building Health Relationships	Girls aged 11-16yrs	For the girls to be aware of the safe and respectful use of the internet, photos, videos and other media Recognise the early warning signs of unhealthy or abusive relationships Strategies to break the cycle - how to avoid further unhealthy relationships	Well YP time and photo copy relevant literature		Schools unable or unwilling to contribute to the cost.	Steph Harvey

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To implement peer support programmes in schools	Primary and secondary aged pupils	To develop and implement a successful Peer Mentor/Mediation Programmes in schools. Support and develop personal skills and qualities equired to be a successful Peer Mentor/Mediation. Promote teamwork, build self-confidence and develop the emotional well being of the school community.	Well YP time and photo copy relevant literature		Schools unable or unwilling to contribute to the cost. No leadership/ adult support for the trained peer mentors/mediators in the school	Well Young Person Team

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To further develop the peer mediation training to incorporate the New Zealand model "the problem is the problem the person is not the problem"	To pilot training with a school that have successfully implemented the peer mediators To then roll out to other schools where they have an established peer mediator programme	Young people are able to use the skills they have learnt and are able to resolve conflict successfully	Well YP staff time		Schools unable or unwilling to contribute to the cost. No leadership/adult support for the trained peer mediators in the school	Julie Rimmer Jo Benbow
Out of school youth groups	A full time service working after school hours and holidays offering family support and social opportunities, for children and young people who are unable to access universal services.	For the C&YP to further develop their social and communication skills, develop positive relationships and stay safe from bullying.	Well YP staff time Arts and Crafts resources Transport Refreshments		If funding is redirected to other priorities	Well Young Person Team

Sefton Anti-bullying Action Plan 2013/15 – Corporate Parenting Service

Completed by Karen Gray / Lynn Wallis / Sally Edwards / Judy Healey / Diane Williams / Cheryl Yates

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
LAC are able to report concerns about their care and treatment	Yearly report produced for CYP on complaints	LAC are able to report concerns about their care and treatment. LAC receive feedback on operation of complaints system	Officer's time. Publication and dissemination of reports	Sefton Pledge to Children in Care. Corporate Parenting Strategy	Sufficient time to produce and disseminate annual report.	Lynn Wallis
Increase use & availability of advocates and independent visitors	Sufficient volunteers available to meet demand	Increased number of successful matches Increased awareness of service by young people.	Officer' time. Payment of expenses etc Service publicity publications – young people and volunteers	Sefton Pledge to Children in Care. Corporate Parenting Strategy	Unequal supply and demand : Limited demand for volunteers Limited number of volunteers	Cheryl Yates

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Ensure LAC are encouraged & enabled to participate in their reviews	LAC participate in their review meetings and have their thoughts, feelings and wishes considered and recorded.	LAC are able to report their concerns about their care and treatment.	Officer's time	Sefton Pledge to Children in Care.

Corporate Parenting Strategy | IRO's and SW's have sufficient time to support LAC in-volvement in review meetings. | Karen Gray |
| 'In house' residential homes facilitate regular 'young people's' meetings. | Ensure that all LAC placed in 'in house 'residential homes have access to regular young people's meetings to share concerns. | Monthly young people's meetings held at each of Sefton's children's homes. | Officers time | Sefton Pledge to Children in Care.

Corporate Parenting Strategy | Ensuring children continue to participate in monthly meetings. | Sally Edwards / Judy Healey & Diane Williams |
| Complaints leaflet included in Children's Guide for children and young people when they become looked after. | All children and young people receive the appropriate children's guide when they become looked after. | All children and young people are aware of how to make a complaint. | Printing of leaflets | Sefton Pledge to Children in Care.

Corporate Parenting Strategy | Lack of monitoring of dissemination of information | Lynn Wallis |

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Ensure availability of literature for dissemination to staff/parents/carers & CYP re: tackling bullying and support available	Literature regularly disseminated to LAC via Participation Newsletter & LAC Information Guides. Sent to staff/carers etc upon request.	All concerned are aware of support and services available to tackle bullying	Officer's time.	Sefton Pledge to Children in Care. Corporate Parenting Strategy	Availability of good quality literature. Continuation of support services and provision.	Karen Gray Lynn Wallis
Annual survey of LAC conducted to measure quality of service provision	To ensure LAC feel safe and cared for.	LAC report that they feel safe and cared for in current placement.	Publishing costs. Officer's time. Publishing costs.	Sefton Pledge to Children in Care. Corporate Parenting Strategy	Non participation of LAC in survey.	Karen Gray

Sefton Anti-bullying Action Plan 2013/15 – ICT Support

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
eSafety INSET Training In Schools	School Staff (inc Teachers Support Staff Admin Staff SLT)	Understand and recognition of when, where and how cyberbullying occurs within the wider eSafety agenda Introduction to resources used by school staff with children to tackle issues of cyberbullying which may present themselves	Recognised eSafety resources developed by CEOP and Childnet		Ensuring relevant, up to date provision of guidance and training. Potential future removal of this support from the LA	Rebecca Dobb
Development of eSafety Strategies for Schools	School Staff, in particular SLT members	To ensure consideration and cross reference is made to cyberbullying within School eSafety and Anti-Bullying Policies	BECTA guidance on eSafety policy development		Schools may not regularly review their policies. Potential fut removal of this support from the LA.	Rebecca Dobb

Sefton Anti-bullying Action Plan 2013/16 – EIP, YOT & Targeted Youth Support

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Embed the developing MASH initiative into the assessment/ referral/Cautions	All young people (victims or perpetrators) not subject to a statutory intervention are supported via CAF or single agency where appropriate	Early identification of risk taking behaviours	EIP EWO's Schools Mentors school based and EIP based	CYP Plan (check ne name) Youth Justice Plan Yot improvement plan	Budget constraints Relationship with partner agencies Lack of confidence in the system by children and young people	EIP/MASH
Liaison with Police to try to divert bullying incidents from prosecution via Restorative justice interventions including Triage and Youth Cautions	All school and home based incidents	A reduction in prosecutions via the Courts	YOT/School Police officers EIP staff Schools	Prevention Strategy Well YP Restorative practice in schools	Rolling out RJ training across Sefton with limited resources Young people potentially not engaging with Out of court disposals fully	Gaynor McGregor & Moira Adams

Sefton Anti-bullying Action Plan 2013/16 – EIP Services

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To develop a Targeted Youth Intervention Programme resource tool which will engage young people who have been or are on the verge of risk taking behaviours into a wide range of programmes across Sefton. The resource pack will also enable professionals working with young people to utilise a tool that is structured and based on risk taking behaviours	April 2013-April 2014	As a direct result of the programmes the young people will increase their knowledge, understanding and awareness around risk taking behaviours and the impact that this can have on self, resources, families and communities	Resource pack developed By PSD Lead	In partnership with a range of services which will include schools, youth groups/hubs		Senior practitioner PSD

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To develop awareness about Targeted Youth intervention Programmes "Going Through Changes" Going through Changes a targeted programme which aims to engage young people engaged in risk taking.	April 2013- April 2014	As a direct result the young people and staff will have the opportunity to increase their knowledge, understanding and awareness of gun, gang and knife crime across the borough of Sefton	EIP staff and partner agencies	In partnership with a range of services which will include schools, youth groups/hubs.		Senior practitioner PSD in partnership with Detached Lead
To develop the referral processes of engaging young people identified at risk in a wide range of targeted programmes	April 2013- April 2014	Swift and easy access to provision based on the needs of young people	EIP staff and partner agencies	In partnership with a range of services which will include schools, youth groups/hubs.		S/Prac PSD including youth Voice detached Youth Work

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To develop an interactive DVD resource tool that will focus and demonstrate both risk taking behaviours and the protective factors that enable positive outcomes for young people	April 2013-April 2014	Encourage and develop on existing resources with the aim being on developing a resource DVD that can be used by professional working with young people on the topic area risk taking behaviours	EIP staff and partner agencies	In partnership with a range of services which will include schools, youth groups/hubs.		Senior practitioner PSD in partnership with Detached Lead
Personal and Social Development Programmes are developed around Anti-Bullying with a focus on developing and promoting young voice and active youth participation	November 2013	Increased knowledge, understanding and awareness achieved around the topic area bullying and the impact it can have on self, communities, families and resources	Anti-Bullying week which will include local and national campaigns	In partnership with a range of services which will include bully busters, schools, youth groups/hubs.		Senior practitioner PSD

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To promote a culture and climate within Youth Provision that is welcoming of diversity. Ensure all relationships are respectful and where staff and young people involved with EIP feel empowered to prevent, discuss, disclose and deal with bullying behaviour	Throughout EIP Youth Service Pro-vision EIP Youth service group (New begin-nings group)	Encourage and build existing provision which will encourage sharing of best practice.	EIP, Youth Service	In partnership with a range of services which will include Bully Busters, schools, youth groups/hubs.		Senior practitioner PSD which will include Youth Voice and detached Youth Work
EIP Youth Service will continue to develop developmental targeted work to prevent and effectively tackle homophobic bullying		Raise awareness and encourage the young people from new beginnings to have a voice within the Liverpool Pride and other events linked to homophobic bullying and Anti-Bullying campaigns	EIP Youth service group New beginnings to develop work in partnership with Liverpool Pride	In partnership with a range of services which will include bully busters, schools, youth groups/hubs.		Senior practitioner PSD

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Build on the existing wide range of anti-bullying resources available to protect vulnerable groups and promote to users.	Throughout EIP Youth Service Provision	To increase and promote the DVD resource "Don't Suffer Speak out" which was developed by Sefton Young people as an aid to develop awareness of the types of bullying and the impact that it can have	EIP Youth service	In partnership with a range of services which will include bully busters, schools, youth groups/hubs.		Senior practitioner PSD which will include Youth voice and detached Youth Work

Sefton Anti-bullying Action Plan 2013/16 – Complementary Education

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Delivery of equality and diversity workshop with high anti bullying content/themes-Yr.5/6 pupils.	To ensure all primary schools re-ceive the workshop by 2014. Minimum of 5 secondary schools per school year.	To raise greater understanding of diversity amongst pupils. Raise confidence to enable pupils to recognise and challenge inappropriate behaviour/ bullying.	Equality and Diversity Co-ordinator	Complimentary Education Complaints Officer. MARAC Anti Bullying Steering Group Complimentary Education	Capacity	Peter Yip
Delivery of E+D training for school teachers, Governors, TA's and Welfare staff	Minimum of 250 staff/governors per term to receive this training which will have a large anti bullying, hate crime content	Raise awareness/ confidence Improve the schools approach to equality and to tackling effects of bullying on marginalised groups and individuals. Effective use and implementation of the new Equality Act 2010.	Equality and Diversity Co-ordinator	MARAC Anti bullying Strategic Group Complaints Officer	Capacity	Peter Yip

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To work with parents/carers in the school environment highlighting their input into the school's efforts to improve greater understanding of difference and diversity	Minimum of 100 parents/carers per term to receive training on a range of equality issues that will have a positive effect on anti bullying within the school.	Encourage parents/carers to take a pro active role in ensuring children recognise and respect difference and diversity to avoid potential 'bullying' Hate Crime To have parents/carers embrace the new Equality Act and the efforts of the school to enact its policies and practices.	Equality and Diversity Co-ordinator	Complimentary Education. MARAC Anti Bullying Strategic Group	Capacity	Peter Yip
To provide an on-going support, information and advice service to all schools, youth service providers	To provide a comprehensive support provision - electronically, face to face or via telephone that puts in place practical solutions to a range of issues and problems.	Develop a long term partnership strategy across all schools that enables the profile and importance of equality and diversity to flourish. Collectively work towards a more inclusive ethos that encourages wider participation; helping to reduce potential bullying	Equality and Diversity Co-ordinator	Complimentary Education MARAC Anti Bullying Strategic Group Complaints Team	Capacity	Peter Yip

Sefton Anti-bullying Action Plan 2013/16 – Young Carers

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To reduce number of young carers missing school due to bullying. Awareness rising within the schools.	All young carers within Sefton	An increased awareness of Young Carers. A decrease in the amount of Young Carers missing school due to bullying. A Young Carers strategy within every School in Sefton which links into the School bullying strategy.	Schools, Young Carers and families.	Anti Bullying Strategy	Poor links with schools Encourage schools and other settings to participate. Young people to understand that they are being listen to.	PSS Sefton Young carers
To reduce the amounts of bullying incidences relating to Young Carers	All Young Carers within Sefton	An increased awareness of Young Carers and the issues that they and their families face. A decrease in the amount of Young Carers who report incidents of bulling.	Young carers, families, police, schools adult social care other supporting agencies	Anti Bullying Strategy Steering groups and Young carers advisory board	Capacity Young Carers and other services not participating 100%. Lack of support and interest in advisory boards and steering groups.	PSS Seton Young Carers

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To provide anti bullying sessions	All Young Carers within Sefton	An increased awareness of what bullying is. Develop coping strategies and gain information and support on how to deal with bullying	Young carers, families Schools Polices and other supporting agencies	Schools police	Capacity Young Carers and other services not participating 100% Lack of support and interest groups	PSS Sefton Young Carers

Sefton Anti-bullying Action Plan 2013/16 – Educational Psychology Service

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To continue to offer training, consultation, project work and assessments in relation to a wide range of social, emotional, behavioural, developmental and educational issues to schools, children and families	Partner agencies can receive applied psychological support through statutory and traded EP services	Increased awareness and knowledge of pupil well-being in relation to a wide range of developmental issues in schools, families and the Children's workforce is developed	Educational Psychology time		The EP allocation is largely based on commissioned work through schools in a traded service. In order to provide support regarding strategy, for the most part this currently depends on schools prioritising this work.	All EPs

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
To continue to promote the needs of vulnerable children by providing psychological support to the In Year Fair Access Panel, VPS Panel and the Monitoring and Placement Group	Psychological perspective is provided to Panel as part of multi-agency group	EP attends and contributes to panel at fortnightly meeting			An additional way forward may be to propose elements of the anti-bullying groups work to be commissioned through HNF.	Jennifer Knowles All EPs attending IYFA and MPG Nicola Walsh/All EPs
To promote the attainment, inclusion and well-being of Looked After Children through multi-agency working with Social Care/LAC Education Coordinators To provide educational psychological input to the LA's steering group	Children and Young People who are LAC receive timely support and intervention and attain well Continuing to provide applied psychological support to the Anti-Bullying group	Children and young people who are Looked After attain well and barriers to participation are removed EP attends and contributes to ant-bullying strategy group				Les Davison/Roisin Maynes

Sefton Anti-bullying Action Plan 2013/16 – Governor Services

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Provide a programme of training and information sharing to governors on Anti Bullying strategies	Raise Governors awareness of Anti bulling strategies including cyber bullying, Bullying Children looked after NHSS, RJ and peer mentoring to |re-duce bullying incidence in schools	Successful training sessions well attended by governors. Increase in schools signed up to anti bullying strategy. Anti Bullying Policy recommended to all school. Schools informed about Anti Bullying week. Training offered and taken up by TMcK	Presentation to governors on Anti Bullying Policy to Chairs of governors at their briefing in 2012 Copy of guidance sent to all schools and Chairs of Governors via summer term report for adoption DfE guidance on Preventing and Tackling Bullying sent to all schools	Dissemination of information on Anti Bullying on Governors	None attendance at training. Schools not signing up to strategy Schools not adopting policy. Schools not being informed about Anti Bullying week Training not taken up	Fran Stoddart Tracy McKeating

Sefton Anti-bullying Action Plan 2013/16 – Safer Schools Partnership

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
High visibility patrols in schools and surrounding areas	Improved perceptions of safety in schools and surrounding areas	Provide a secure and safe environment	SSP Officers	Schools Merseyside Police	Surveys availability and willingness to complete	Greg Clarkson
Deliver packages on bullying in line with the PSHE curriculum	Reduction in incidents of bullying	Increased awareness of what constitutes bullying	SSP Officers Use of materials in relation to bullying	Schools Merseyside Police	Number of schools demanding services of limited number of SSP officers	Greg Clarkson
Have SSP representative E-safety Group Deliver packages	Programme for E safety Reduce cyber bullying	Increased awareness of what constitutes bullying through technology	Use of CEOP materials and other associated information	E safety Bully busters CEOP	Demands of force to respond to initiatives in limited time	Greg Clarkson
Promote and respond to SHARP system	Increase in community intelligence	Improved citizenship and community awareness	SHARP web pages	Schools Merseyside Police Tropica Web Design	Force expectations of schools to receive initiatives	Greg Clarkson

Action	Target	Outcome/success factors	Resources	Links	Risks/future challenges	Lead
Support young people from primary to secondary phase of Education	Improved perception of safety in schools	Provide a safe and secure environment for school and the community	SSP Officers	Schools Merseyside Police		Greg Clarkson

Appendix 5

BullyBusters Anti-Bullying Policy Framework

Please note this is just an example and you may amend to suit you or your agencies own specific needs

Bully Busters believes that good anti bullying practice starts with a simple but clear anti bullying policy.

The policy should come with two extra appendices including, a child friendly anti bullying procedure and clear guidance for parents/carers to report bullying with confidence.

<u>A whole school approach to bullying</u>

Rationale

This should include the organisations' stance in relation to bullying behaviour

Example

This school/organisation is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of the school/organisation community, has the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.

Mission Statement

This should include a statement that the school/organisation actively promotes positive interpersonal relationships between all members of the school/organisations community. It is really important that this, the policy has been developed through consultation which involved all members of the school/organisation community – children / young people, parents/carers and all school staff. An annual audit could be conducted so the school is aware of current trends of bullying and to show the policy is effective.

Definition of bullying

Outline the method used to agree the definition e.g. consultation with teachers, youth workers, parents, carers, children and young people.

Example

Bullying is a harmful act or gesture towards an individual or group, usually repeated over a period of time that can lead to serious harm and stress to the individual and their families.

Forms of bullying

- Verbal – name calling, tormenting, threats, Racism, Homophobia, of a sexual nature, regarding a person's disability.

- Physical – Hitting, kicking, spitting, pulling, pushing, biting

- Indirect – Spreading rumours, glaring and staring, isolating, writing graffiti notes, refusing to talk to a person.

- Technological – bullying through social networking, text messages, photo changing soft-wear, emails, prank telephone calls (this can also be called
- cyber bullying)

Links with other school/organisation policies

E.Safety, Behaviour, Safeguarding, Equality, Pastoral care.

Consultation and participation process

Outline the methods of gathering data and the importance of the participation and the ongoing consultation process and how this process will be managed.

Example

- Participating in National Anti Bullying week.
- Awareness raising programmes–through SEAL, PHSCE and outside agencies (theatre companies, BullyBusters etc).
- Questionnaires distributed to children / young people (ensuring they are age appropriate and according to ability of pupil), parents/carers and school/organisation staff.
- Monitoring evaluation and review (ensuring consequences for perpetrators are effective and consistent)
- Obtaining the views of school council.
- Sharing best practise through school networks.

Responsibilities of all stakeholders

Example

The responsibilities of staff

Our staff will:

- Be alert to signs of distress an other possible indications of bullying.
- Discuss bullying openly will all classes, including the effects of bullying.

- Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation.
- Report suspected bullying to (a named senior member of staff responsible for safeguarding or pastoral care).
- Display anti bullying messages throughout the school.
- Seek support from outside agencies if required
- Be a good role model.
- Show all pupils respect and treat all equally and fairly.
- Be consistent with consequences for perpetrators of bullying
- Be sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them wherever possible catch the bully in the act.
- Communicate effectively with all involved in working with the young person/child including parents, even if you have little to report.
- Boost children's/young people boost esteem by praise, compliments and encouragement.
- Safeguard all pupils who report bullying.
- Use systems in place e.g. School buddy's, Peer mentors, Restorative approaches.
- Keep school yards highly supervised with staff strategically placed.

The responsibilities of our pupils

This should also be copied into a child friendly anti bullying procedure so every child in the school is given the same message. We recommend this procedure should be shared at least termly and shared with outside agencies so they can promote on behalf of the school.

We expect our pupils to:

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends).

- Keep a diary using the 4 W's Who, What, Where and When.

- Be a good friend to all who needs one.

- Walk away from dangerous situations or places.

- Never join in with bullying behaviour.

- Not watch bullying behaviour you must walk away and report it.

- Tell the truth if asked by a teacher.

The responsibility of parents/carers

This should also be copied into a parents anti bullying procedure with helpful tips to boost a child's self esteem outside of school, encourage partnership between home and school.

We expect our parents and carers to:

- Inform the school of any suspected bullying even if it is not their child.

- Co-operate with the school and work together to prevent any long term damage from bullying.

- Advise children not to retaliate through violence towards any situation.

- Encourage their child to report bullying to a member of staff using the 4Ws Who, What, Where and When.

- Be sympathetic and supportive towards their child and reassure them but do not shout at them.

- If your child has been accused of bullying others, work in cooperation with the school and listen to evidence.

- Keep a written record of any reported instance of bullying.

Preventative measures

Outline the measures which are used to promote positive behaviour.

Example

- Pastoral support.

- Awareness raising.

- Parents/staff information and support.

- Classroom management.

Procedures for dealing with incidents of bullying behaviour

Include steps taken to support and respond to the needs of both bullied and perpetrator

- Steps taken to support the person being bullied and their family
- Steps taken to support the need of the perpetrator and their family
- Accurate record keeping (bullying file, pupils record)
- Action which may be taken including:-
    - Contacting Parents/carers of ALL pupils involved in the bullying incidents
    - Investigation – involve the police if needed
    - Feedback to all concerned.
    - Sanctions (possible exclusion, missing break time, missing golden time, exclusion from outings)
    - Involving relevant professionals.
    - Continuous ongoing support for bullied person.

Bullying outside of school premises

Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This legislation does not apply to independent schools.

By making good connections throughout the schools community with local residence, transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

Continuous Professional Development

Include a statement as to how the school/organisation will offer staff training in the area of anti-bullying.

Monitoring and review

Include details of how the policy will be monitored and reviewed and how data will impact on the policy in the future.

Signature/Date

Include the signatures of the Chair of the Board of Governors and the Head Teacher.

Appendix 6

**Bully Busters Service Level Agreement
and Performance Framework**

SERVICE LEVEL AGREEMENT 2013-2015

THIS AGREEMENT is made on the day of 1st April 2013 - 2015

BETWEEN – Liverpool, Knowsley, Wirral and Sefton (the Service Area)

And   **Local Solutions**   (the provider)

Section 1 - Performance Targets Framework
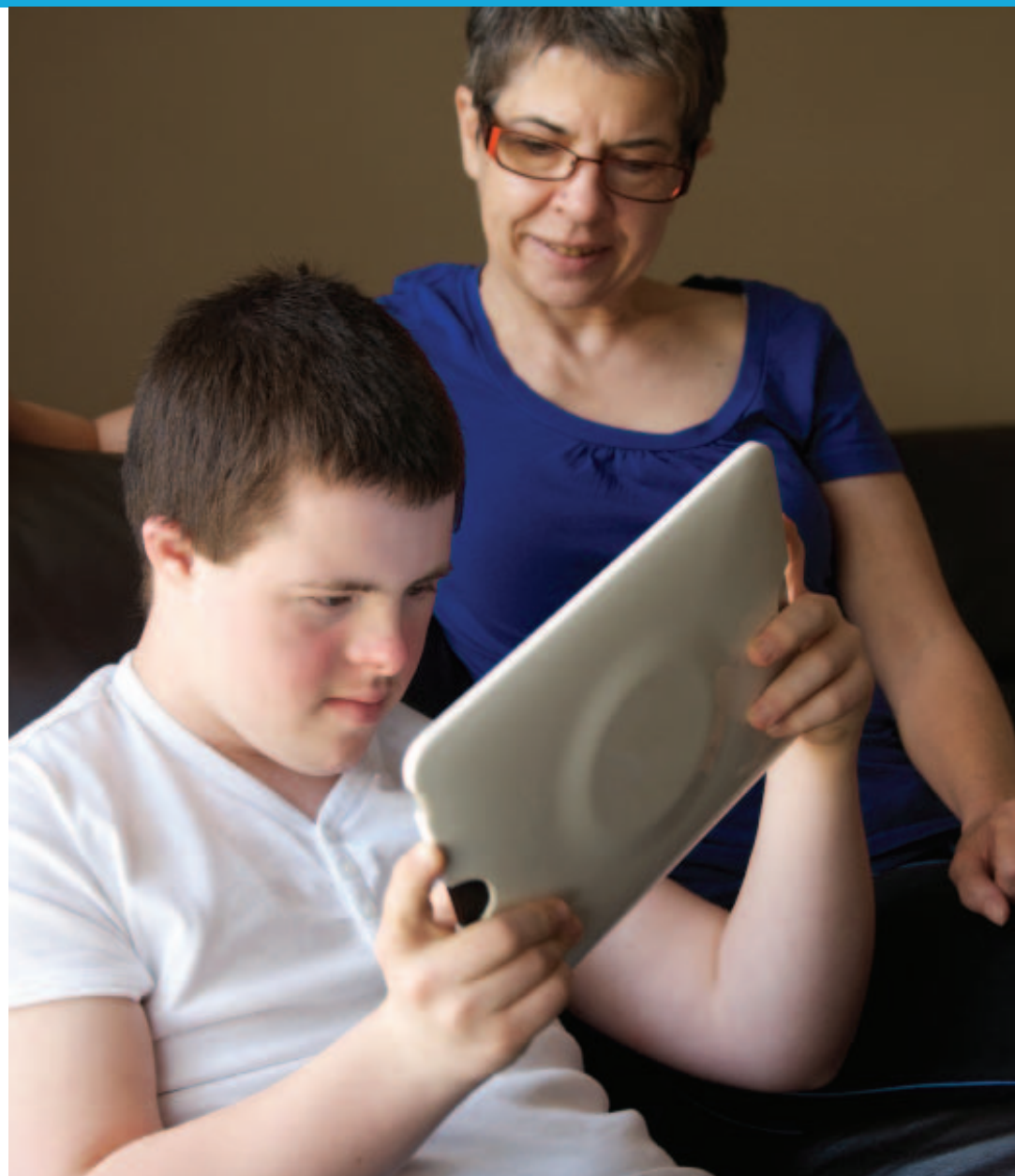
Name of project: **Bullybusters Project**

Year: **1st April 2013 – 31st March 2015**

Targets based on   **15 hours phone line**

40 hours Schools/Community interventions

**(15 hours in office interventions/publicity/prep/
strategic work 25 hours in Schools presentation)**

**20 hours Management Supervision/support/
reporting/organizational/Management will also
cover interventions/session where necessary**

Overall Project Objectives	Tasks/Activities	Evidence	Outcome	Output	ECM Target & CYPP Priority
1. To raise awareness within schools and the wider community of what bullying is, the impact it has on physical and emotional well being and what steps can be taken to prevent, resolve and or address any issues.	Publicity and awareness raising via: • Liverpool Echo • Other Local Press • Local TV and Radio • Work in schools • Work in the community • Maintain involvement in the national Anti Bullying Week activities throughout Merseyside	Monthly or quarterly report outlining activity. Quarterly Target 15	Increased awareness of bullying and its impact in schools and communities.	Publicity and awareness raising via: • Liverpool Echo • Other Local Press • Local TV and Radio • Events including Anti Bullying Week • Interventions in schools and the community	• Staying Safe • Enjoy and Achieve
2. To help schools, communities, and Local Authorities to develop robust systems to address bullying effectively.	Work with schools, communities, and Local Authorities on strategic approach to reduce and address bullying. Local authorities to advise of targeting interventions such as homophobic bullying. Local authorities and Bully busters to have an active involvement in anti bullying initiates /forums	Monthly or quarterly report outlining activity. Over time the information will be compared year on year to evaluate the impact. Patterns and trends noted. Attend any strategic meeting were requested and appropriate.	More robust systems to reduce and address bullying. Local authorities working in partnership to address the common aim	Work with schools, communities, and Local Authorities on strategic approach to reduce and address bullying.	• Staying Safe • Enjoy and Achieve

Overall Project Objectives	Tasks/Activities	Evidence	Outcome	Output	ECM Target & CYPP Priority
3. To provide independent advice and support to those affected by bullying including young people and carers.	Advice, support and advocate on behalf of young people and carers affected by bullying through mediation, attending TAC meetings and advice and signposting	Monthly or quarterly report outlining activity. Number of clients Quarterly 50	Independent advice and support to those affected by bullying.	Advise, support and advocate on behalf of young people and carers affected by bullying.	• Staying Safe • Enjoy and Achieve
4. To provide a confidential telephone helpline service to young people and carers concerned about bullying and responding to their needs.	Maintain and support Bullybusters Telephone Helpline.	Monthly and or quarterly report outlining number of calls, nature of concerns, and outcomes, with analysis by Local Authority, gender, age bracket, etc. Quarterly Target 2 200	Support to those affected by bullying provided by helpline.	Maintain and support Bullybusters Telephone Helpline.	• Staying Safe • Enjoy and Achieve

Overall Project Objectives	Tasks/Activities	Evidence	Outcome	Output	ECM Target & CYPP Priority
5. To provide a website for young people, parents/carers and professionals concerned about bullying and responding to their needs	Maintain and support Bullybusters Website.	Monthly or quarterly report outlining number of visits, nature of concerns, and outcomes, with analysis by Local Authority, gender, age bracket, etc. Quarterly Target 11,000 visits	Support to those affected by bullying provided by website.	Maintain and support Bullybusters Website.	• Staying Safe • Enjoy and Achieve
6. To provide educational intervention programmes to children and young people and professionals	Deliver; Whole School approaches • Peer mentor programmes • Topical workshops, including homophobic bullying, sexting and technological bullying	Monthly and or quarterly report outlining activity including, number of interventions delivered and participation data. Collate evaluations from service users, parents/carers and professionals Quarterly Target 7218 Sessions per LA	Improved understanding and confidence in reporting bullying and address bullying related issues.	Training for young people, school staff, and others in Whole School Approaches and Peer Mentoring.	• Staying Safe • Enjoy and Achieve

Sefton Council

sefton.gov.uk/schools 🖥