

SUNDERLAND'S ANTI-BULLYING STRATEGY

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1. PURPOSE

In the **Every Child Matters: Change for Children (2005)**, the government identifies as an aim in its Outcomes Framework that:

“Children and young people should be safe from bullying and discrimination”.

Sunderland Children’s Trust recognises that everyone has the right to live in an atmosphere free from bullying and discrimination and acknowledges the depth of children and young people’s concern about bullying across the city. Taking account of these considerations, Sunderland Children’s Trust’s Anti-Bullying Strategy is aimed at the whole community.

In Sunderland, the aim is to develop a joined-up approach to tackle bullying wherever it occurs in the community. This includes working with schools, school support services, Connexions, voluntary and community groups, youth services, Northumbria Police, Youth Offending Teams, Children’s Services and Health colleagues, in order to better understand the causes of bullying and to implement effective anti-bullying strategies.

Sunderland Children’s Trust recognises that a wealth of experience and innovative work already exists across the city to prevent and respond to bullying of and by children and young people, although much more needs to be done. The Anti-Bullying Strategy will provide greater opportunities to promote and share best practice at local, regional and national levels in order to address bullying in a more coordinated and effective manner.

Sunderland Children’s Trust acknowledges that the success of the Anti-Bullying Strategy will take time to impact on the lives of children and young people. However, there is confidence that by sharing the aims and objectives in this document, a substantial difference will be made to enable all children and young people to feel safe and secure, living in a positive environment in which they can develop and grow.

The strategy is influenced by existing funding opportunities and restrictions. The strategy will be reviewed to take into account any changes in national policy and / or funding regimes.

2. VISION

“In Sunderland we are working towards a society where children and young people have the right to be safe and be able to walk among all without fear, where people are kind, helpful and friendly.”

- We will be focussed on prevention and early intervention
- Services will be planned around the needs of the family
- Children, young people and their families will be involved in the planning and delivery of services
- Services will be based in local communities, where they are needed
- Information will be presented clearly and free from jargon

3. PRINCIPLES

Our vision and strategy is underpinned by a set of key principles that provide the foundation of our priorities and our targets:

- The rights of children and young people should be upheld in accordance with United Nations Convention on the Rights of the Child
- Bullying is an unacceptable form of behaviour
- Bullying has an adverse effect on the development of children and young people’s personal, social and emotional health, well being, life chances and achievement
- Children and young people should have a right to feel safe, secure and valued and that creating a safe environment and dealing with bullying is everyone’s responsibility
- Children and young people should actively participate in decisions that affect them and should be supported in taking responsibility for their choices and subsequent actions
- We value diversity in order to create and maintain safe and supportive environments for children and young people.

4. POLICY CONTEXT

4.1 National

- **Schools Standards and Framework Act 1998 (SSFA)**, Headteachers are required by law to draft a written anti-bullying policy.
- The **Race Relations (Amendment) Act 2000** includes the requirement for all schools to keep a racist incident / harassment record which is sent to the Local Authority each term.
- **Bullying: Don't Suffer in Silence" (2002)** is the DfES anti-bullying pack for schools which includes advice on a whole school policy on bullying, strategies to combat bullying and advice for pupils, parents and families.
- **Tackling Bullying: Listening to the views of Children and Young People (DfES 2003)** states that "It is an essential aspect of consulting and supporting children and young people to reduce bullying. Consulting with pupils on the development of anti-bullying strategies should be considered an ongoing commitment on the part of the schools and not a one off exercise".
- **Ofsted HMI 463 Bullying: effective action in secondary schools (2003)**, states that good schools "understood that keeping pupils safe and helping them to manage relationships and behaviour are essential to raising standards". "Good school policies and training for staff analyse the different forms of bullying that pupils may experience. Unpleasant territory though it, understands bullying is the starting point for effective detection and response. Defining and analysing can help pupils, as well as staff to combat it".
- In **2004** DfES funded the Anti-Bullying Alliance to set up the '**Anti-Bullying in Schools Programme**', with nine regional coordinators supporting schools and linking up with a range of organisations and initiatives including local Healthy School partnerships and voluntary organisations.
- **The Childrens Act 2004** ensures that work to reduce bullying is understood in terms of the five outcomes. As the government consults and moves on towards joint children's services there is an increasing emphasis on agencies working together to identify and support vulnerable children and those at risk.
- The DfES and the Department of Health produced new guidance (**September 2005**) to ensure greater national consistency and rigour around the **National Healthy Schools**

Programme. Under the Emotional Health and Well Being theme schools need to demonstrate that they have a clear policy on bullying, which is owned, understood and implemented by the whole community. This supports the Personal, Social and Health Education national guidance, where pupils explore bullying issues during each of the key stages.

- **Ofsted Framework for Inspection** requires examination and implementation of anti-bullying policies in schools. Under **Section 5 of the Education Act 2005** schools are asked by Ofsted to evaluate whether pupils feel safe from racist incidents and pupils may be asked whether they feel free from any form of bullying and harassment in their school.
- **The RESPECT agenda (2005)** seeks to create a modern culture of respect, which the majority of people want. From points of view of children and young people attention is given to improving behaviour and attendance at schools and to providing support to parents through Children's Centres.
- **Bullying Today: A Report by the Office of the Children's Commissioner, with Recommendations and Links to Practitioners Tools, November 2006** recognises that tackling bullying needs a whole systems approach. It also found that the evidence base around bullying is far from comprehensive, which is compounded by a lack of regularly collected and collated data from schools. The main themes that emerged within the recommendations are:
 - empowering children and young people to play a strong role in all anti-bullying activity
 - supporting positive behaviour from the child from early childhood onwards
 - respecting diversity of children, culturally and individually and tailoring responses to individual need
 - support the children's workforce to respond effectively
 - supporting children's services to work coherently within an appropriate inspection framework.
- **Bullying: Third Report of Session 2006 – 07, House of Commons Education and Skills Committee, (March 2007)** states, "bullying should not be tolerated, either within school or the wider community. However, while there is no excuse for bullying we believe that bullying behaviour is influenced by attitudes and behaviour in society in general". The report highlights the fact that more guidance needs to be given to schools on what constitutes a robust anti-bullying policy. It also states that reliable data needs to be collected, so that more informed decisions can be made about the effectiveness of different approaches to tackling bullying in different

circumstances and so that funding can be channelled accordingly.

4.2 LOCAL

4.2.1 LOCAL RESPONSE

The following points identify what either happened or was put in place in Sunderland in response to the national position around bullying:

- The Children and Young People's Partnership Board recognised in their **Local Preventative Strategy and Strategic plan 2003 – 2006** that if children and young people are to be brought up in a safe, happy and secure environment, that they should be protected from harm. This strategy has been subsumed within the CYPP.
- The **2005 Ofsted** inspection of the LEA identified progress in the area of promoting racial equality. However, it recognised that there are under-developed systems to collect and analyse data in regard to racism and bullying. Since then, bullying has been seen as a priority to be addressed, as outlined in the plans and actions below.
- **The Children's Fund Delivery Plan 2005 – 2008** outlined its plan to continue to commission its Anti-Bullying Service (ABS). This service is managed by a VCS organisation and delivers advice, support, training and mediation about bullying to schools, organisations and community groups in Sunderland.
- A partnership between the local authority and the Youth Parliament developed **Sunderland's Anti-Bullying Charter Mark**, which was launched in **February 2006**. This is an anti-bullying toolkit for schools and involves schools demonstrating that the whole school community are actively involved in promoting an anti-bullying agenda.
- **The Children and Young People's Plan (CYPP) 2006 – 2009**, priority 11 identifies the need to "Reduce the number of bullying incidents involving children and young people".
- To address Priority 11 of the CYPP, an **Anti Bullying Strategy Group** was established in **2006** with partners currently represented by Children's Services, Connexions, Health and the Voluntary and Community sector.
- An **Audit** of what was already being delivered across the city was undertaken in the summer of **2006 (Appendix 1)**. This established that some excellent work was being carried out already, but that it was not coordinated. It was evident from the

audit that only one service had funding to specifically address the issue of bullying, which is the Anti-Bullying Service. Other organisations addressed the issue within their day-to-day work. The audit additionally highlighted that there is little reporting and recording of incidents.

- **Sunderland Local Safeguarding Children Board: Safeguarding Children Procedures (March 2007)** identifies that it is vital that staff act promptly to combat bullying whenever it occurs and to ensure that children and young people are aware of how they can report incidents. It states that all settings in which children and young people are provided with services, or children and young people, who are living away from home, should have robust anti-bullying policies in place.

4.2.2 CHILDREN AND YOUNG PEOPLE VIEWS

- An **Anti-Bullying Sub group of practitioners**, (see “5. Consultation”), which works with a cross section of children and young people across the city, was established in **December 2006**, with the specific purpose of ensuring that children and young people were able to participate in the process. These groups involve children and young people from school councils including Portland, a special school for students with severe learning difficulties, as well as from more vulnerable groups such as Black Minority and Ethnic, Looked After Children and disengaged groups. These children and young people were able to give their views and suggestions on the vision and definition outlined in this strategy. Further details of those practitioners and children and young people involved, can be found in “5. Consultation”.

Further to this, the general views of children and young people across Sunderland have been sought on the subject of bullying in the following ways to date, which influences the determining of what our current priorities are:

- **The Exeter Health Related Behaviour Survey** has been completed bi-annually by year 8 and 10 pupils since 1996. In the summer term of 2006, year 6 pupils were also involved.

The survey seeks to capture children and young people’s views on a variety of health matters, which includes their views on bullying. As this is the only survey to ask specifically about bullying, these figures have been used to give an initial baseline specific to bullying in outcome 11 of Sunderland’s Children and Young People’s Plan.

440 pupils aged 9 to 11 and 1,356 pupils aged 12 to 15 years took part in 2006 and the results were published in **Supporting the Health of Young People In Sunderland: A Summary Report of the Health Related Behaviour Survey (2006)**.

The findings showed that bullying was a factor that made some children and young people afraid of attending school. 41% of year 8 girls reported that they had been bullied in the last 12 months, compared to around 30% in years 6 and 10. Looking at data since the first survey in 1996, the trend shows an increase in year 8 pupils reporting being bullied, whereas year 10 has remained relatively static.

Only a few admit that others may be afraid to go to school because of them. Significantly, 71% of primary pupils felt that their schools took bullying seriously, whilst the average for years 8 and 10 was only 51%.

- **Sunderland Tell Us Survey Analysis: January 24th 2007** analysed results from the Joint Area Review survey carried out in the autumn term of 2006, with 784 pupils aged 9 to 15 years taking part, from a random sample of Sunderland Primary and Secondary phase schools.

The survey provided useful information including information on how safe pupils feel in various environments. This survey mirrored the fact that girls appear to be more concerned about bullying. Generally children and young people wanted to feel safe when they go out and racism remains a factor that leads to feeling unsafe.

- **The Needs Assessment Update for the CYPP Review 2007** highlighted, through various methods of consultation including the Exeter Health Survey and the Tell Us Survey, what children and young people thought about how safe they felt and about bullying. The overall results showed that although 83% of children and young people feel generally safe in Sunderland, which is the national average, bullying still remains an issue. Overall, children and young people in Sunderland felt safe in their communities, especially where they know other people and scored higher than the national average, though they would feel safer if there was more protection from bullies and gangs.

4.2.3 DEFINITION OF BULLYING

Bullying: Third Report of Session 2006 – 07, House of Commons Education and Skills Committee, quotes that DfES informed them that: “The Government defines bullying as:

- repetitive, wilful or persistent behaviour intended to cause harm, although one off incidents can in some cases also be defined as bullying
- intentionally harmful behaviour, carried out by an individual or a group, and
- an imbalance of power leaving the person being bullied feeling defenceless.”

It can be defined as making those being bullied feel frightened or unhappy, lonely, unsafe and helpless to prevent or stop it. Bullying can be obvious and seen, or it may be done so carefully that others don't see it happening.

What is **not** bullying is when two children or young people, or groups of children and young people, who are seen as having equal strength, have a fight or a disagreement, either as a one off, or as an ongoing issue.

There are different types of bullying and these can include:

- **Physical** – for example, pushing, punching, kicking, hitting, “accidentally” bumping, spitting, taking money or other things or damaging them, stopping from leaving a room or building by getting in the way, face pulling, gestures and other forms of violence
- **Verbal** – such as name calling, spreading rumours and making things up to get someone into trouble, verbal threats, nasty teasing or jokes, or writing nasty things about someone and leaving hurtful notes
- **Emotional** – such as excluding, not talking, leaving out, tormenting, being deliberately unfriendly, making fun of someone because they find some things difficult or just to get at them because they are better than most people, maybe because they are cleverer than others, or by making them do things they don't want to do, possibly by getting others to get at them as well until they do it
- **Racist** – including being picked on because of their skin colour, cultural or religious background or ethnic origin
- **Sexual** – for example, unwanted physical contact or abusive comments
- **Cyber-bullying** – this is where new technology is used, such as text or video messages, hate web sites, chat rooms or instant messaging or emails and generally

- needs to be repeated, or a threat of bodily harm, or a public posting designed to hurt or embarrass
- **Homophobic** – such as hostile action that can be physical or verbal, against lesbians, gay or bisexual or those perceived to be lesbians, gay or bisexual.

The intention is that this will give anyone working with children and young people an insight into what bullying is, but that organisations, whether for example they are schools or youth or community organisations, should develop their own definition, taking these guidelines into consideration when developing their own Anti-Bullying policy (Appendix 2).

5. CURRENT PRIORITIES

Priority 1: To ensure that children and young people have the opportunity to participate in strategy and policy development

- Children and young people, who are currently working with the sub group of practitioners, will be involved in looking at developing a child friendly strategy over the next year. The different groups have already put forward their ideas and suggestions on the “vision statement” and “definition”, which have been captured within this strategy.
- This strategy will be reviewed annually taking into account the views of these children and young people, along with results of all surveys and questionnaires delivered across the authority, which inform us of the views of children and young people on the subject of bullying.
- Schools and community settings will be encouraged to ensure that children and young people have the opportunity to participate in anti-bullying strategy and policy development, so that their voices are heard.
- Families as well as children and young people should be involved in bullying policies. This will ensure that the parents / carers understand them and learn from awareness raising activities.
- Sunderland’s Charter Mark encourages whole school communities, including parents, governors and *all* staff, to be involved in work on anti-bullying policies and identifying how well the school is addressing the issue and supporting children and young people. Children and young people play a crucial role in accrediting their school’s anti-bullying practice, which encourages ownership and builds self-esteem. Other agencies are looking at how they can adapt the Charter Mark to meet their needs as well.
- Sunderland’s Children and Young People’s Plan has identified that all schools need to have developed and implemented an anti-bullying policy that fulfils the quality requirements of the National Healthy Schools Programme by March 2009. Healthy Schools promotes and supports a whole school community approach, which the Charter Mark also supports.
- Low self-esteem exposes children and young people to a number of risks, including the risk of bullying. All Children’s Services should emphasise children’s involvement as one of the ways through which they support children and young people’s confidence and positive mental health.

Priority 2: To ensure that bullying is picked up early and that “low level” harassment is challenged

- There is already evidence that schools and organisations have been making good progress towards ensuring this happens, with anti-bullying policies being in place, as well as work towards achieving the Healthy School Status and the Charter Mark as examples. Further guidance will enhance this best practice.
- Vulnerable groups who are affected by bullying either in school or community settings should receive targeted support.
- Support also needs to be available for children and young people who are victims of bullying, discrimination and harassment.
- Minor acts of harassment can escalate into more serious or sustained campaigns and teachers and other professionals need to take all incidents seriously and record events and their response. Engaging with children and young people in understanding and tackling this is crucial.
- By encouraging involvement in policy development through to evaluation and by creating an open, transparent, honest approach, children and young people will feel more confident to report bullying incidents and suggest age appropriate methods to resolve situations.
- Schools and services should look at developing peer mentoring such as buddy systems, as these can be very effective in tackling low level bullying situations.

Priority 3: To coordinate partnership working across Children’s Services

- Over the past year, the Strategic Group and the practitioners sub group have demonstrated the will to work in partnership to produce this strategy. This drive and impetus needs to be maintained and coordinated, if the priorities are to be met.
- A Lead Officer will need to be identified for Children’s Services, to work in partnership with organisations delivering anti-bullying work. This will ensure that duplication is avoided and that targeted work can be delivered and evaluated, especially with vulnerable groups of children and young people.
- Currently training on anti-bullying varies. A coordinated approach to address training needs and delivery will ensure consistency across the city. Equally, training for children and young people to skill them up to take part in specific work such

as policy development and evaluation and peer mentoring should be coordinated and consistent.

- Wider investigations into what work on bullying is being delivered across the city needs to be coordinated and consideration given as to how agencies and organisations can work more effectively together. This includes working in close partnership with voluntary and community partners.
- Partners will be encouraged to sign up to this strategy and include anti-bullying targets in their service plans.

Priority 4: To ensure that robust anti-bullying policies are in place and children and young people are offered different options to report incidents, as well as understand what response they can expect

- There are some outstanding examples, from across the city, of best practice policies and methods of ensuring that children and young people feel confident in how and when they report bullying incidents, which have gained national recognition. This needs to be built upon and emulated by others.
- All organisations which provide services to children and young people will ensure that robust policies are in place, are acted upon, are monitored and evaluated across the authority and that anti-bullying practices are embedded within school and community locations. These will be reviewed and updated annually. Children, young people and their families need to feel confident that there is an effective support mechanism in place.
- A directory of partner services will be made available to children and young people, as well as their families in line with government direction, through the Children's Information Service. The directory will indicate what training, advice and support is available to them on bullying issues. This will also be available for professionals with particular reference to identification, prevention and management of bullying and harassment. The directory of services will be circulated widely and updated annually. With the development, updating and expansion of the directory, children and young people will become more aware of what support is available to them.
- There will be an expansion of ways made available to children and young people to access additional support, through websites, help lines, posters etc and children and young people will be included in developing these, through the sub group of practitioners.

- Children and young people can best advise on which options of reporting and recording incidents that they feel would suit them and how these will be implemented in practice. The sub groups of children and young people working with practitioners will therefore consider what the most appropriate methods are and especially for the best methods for the relevant age groups.
- Given that there may well still be some complaints either by the child or their parent on the school's handling of a bullying incident, there should be a robust complaint handling system in place. Where the matter is not resolved, independent mediation might be considered.

Priority 5: To ensure that a practical method of establishing baseline information is put in place in line with the ECM outcomes

- As a means of measuring progress and as an aid to monitoring and planning, Priority 11 of the Children and Young People's Plan, 2006 – 2009, identifies the following baseline data, in line with the Every Child Matters guidelines on national targets and indicators:
 - establish baseline data re: % of 11 – 15 year olds who state they have been bullied in the last 12 months, establishing how many are from vulnerable groups
 - establish baseline data re: % 10 – 19 year olds admitting to bullying in the last 12 months.

During the audit conducted in 2006 of existing practices and procedures, it was apparent that reporting and recording of incidents was ad-hoc.

- The Exeter Health Survey has provided baseline data for March 2007. Currently this is the only survey that addresses bullying, but it is bi-annual and only a small group of pupils take part. The information gained is still valuable, but it needs to be enhanced from data from elsewhere.
- A system has been established to collate information on incidents of bullying from all Children's Homes and a pilot will run from April '07 – March '08. This will be monitored annually and its effectiveness assessed.
- The Children's Commissioner, in his November 2006 report on bullying, recommends that a range of reporting options for children experiencing bullying, needs to be made available. Currently most services use a paper based method of recording bullying incidents, but there is currently no clear policy on this, nor a coordinated approach across services as to what happens

with this information. This will need to be reviewed to assess the best method to collate all information available.

- An alternative method of recording incidents is using ICT as an option. One option is using software from Vantage Technologies called "Sentinel". A pilot is planned to run in '07 – '08 to see how effective this method is in a number of schools and other settings. This software is specifically designed for the recording of bullying incidents. It also allows bespoke questions to be added and can include relevant information for the reporting of racist incidents, which currently have to be recorded and reported to the local authority by law.
- Discussions are also underway around using the School's Virtual Learning Environment to include a questionnaire on bullying that children and young people can access.
- Further work is underway to incorporate the Tell Us Survey on the Children's Trust web site. This will give a further opportunity for children and young people to complete a survey that captures their thoughts about how safe they feel at school and in their community.
- The Children's Commissioner also recommends that an annual survey of all children and young people's experience of bullying takes place and that school and community settings receive guidance and resources to do this. This would give a more accurate indicator of trends over a period of time.
- As more options are available to children and young people to report incidents of bullying, it is expected that baseline figures will rise, as they feel more confident that their complaint will be taken seriously and that action would be taken.
- Procedures to enable children and young people to report bullying incidents must reflect the principles set out in current confidentiality policies.

6. CONSULTATION

Strategic Group

Representatives from Children's Services, Connexions, Health and the Voluntary and Community Sector, represented by the Anti-Bullying Service, produced this Strategy, with input from the children and young people working with the Sub Group of Practitioners, as outlined below.

Sub group of Practitioners and the Children and Young People

The children and young people who worked with the subgroup of practitioners from December 2006 through to March 2007 on the Vision and Definition were from the following:

Practitioner	Location
PSHCE Consultant	Diamond Hall Primary
School Improvement Service	St. Anthony's Secondary
Deputy Head Portland School	Portland School
Anti-Bullying Trainer	Grange Park, Farrington, St. Bede's RC, Plains Farm primary schools
Sunderland Anti-Bullying Service	Castle View Secondary
Lead Personal Advisor Connexions	Sunderland Connexions Youth Engagement Group
Senior Residential Child Care Worker Children Looked After	Revelstoke Road

These groups involve children and young people from school councils including Portland, a special school for students with severe learning difficulties, as well as from more vulnerable groups such as Black Minority and Ethnic, Looked After Children and disengaged groups.

Wider circulation

Feedback was received from Thornhill Secondary School, George Washington Primary School and Springwell Dene Special School, as well as from the Training Officer for Children's Services, who has responsibility for Anti-Bullying training.

7. RESOURCES

- An Anti-Bullying Strategic Group and a Sub Group of practitioners working with identified groups of children and young people across the city were established to develop and deliver the Anti-Bullying Strategy.
- The focus of the strategy will be to ensure that resources are used effectively and efficiently to deliver a coordinated approach across the city, so that children and young people feel confident to report bullying incidents in the knowledge that action will be taken. As children and young people, along with their carers and parents, take part in developing and evaluating strategy and policy, these actions will be appropriate and timely.
- The identification of a Lead Officer and how that post will be resourced is currently under negotiation. This post will be responsible for working with partners and coordinating resources available:
 - to deliver training, support and advice
 - to collate information to update baseline figures
 - to support the compilation of the service directory.
- The Anti-Bullying Service, (ABS) of Impact, our voluntary and community sector partner will seek to support the Lead Officer, by offering training, support, advice and mediation across the city. Funding for this service will be addressed by charges for the service dependant upon the service provided, as well as the final year of the Children's Fund grant (March 2008) to support it in service development. They will also submit other funding bids over the year to increase the service offered and help to sustain it post March 31st 2008.
- The cost of the software package identified from Vanguard Technologies, "Sentinel", will be met from Children's Services, ABS and Connexions for 2007 – 2008.
- The Charter Mark is already established in 24 schools across the city and other schools will be encouraged to commit, especially with government direction being strongly focussed towards schools achieving this or similar. Adaptation of the Charter Mark is currently being reviewed by other services.
- The SEAL (Social and Emotional Aspects of Learning) programme is available for all primary schools from the DfES. It is an important resource, which addresses many of the issues regarding knowledge, skills and attitudes in the personal and social development of children. The programme encourages

whole school approach to the topics and this is particularly beneficial in the anti-bullying topic. Some schools use the SEAL anti-bullying activities during national Anti-Bullying week.

From September 2007, there will be a Key Stage 3 SEAL equivalent available, which will follow on from the work of the primary SEAL programme.

8. IMPLEMENTATION OF THE ANTI-BULLYING ACTION PLAN

Abbreviations.

C&YP – Children and young people
ECM – Every Child Matters

SEN – Special Educational Needs
BME – Black and Ethnic Minority

Sub – Sub Group of Practitioners
No. - Number

Priority	Completion Date	Responsibility	Milestones	Progress
<p>Priority 1</p> <p>To ensure that C&YP have the opportunity to participate in the development of the Citywide Anti-Bullying strategy and policy</p> <ul style="list-style-type: none"> The strategy will be produced in a number of accessible formats and will be communicated to C&YP, their parents / carers and all key stakeholders C&YP working with the sub group of practitioners will look at developing C&YP strategy guidelines, building upon current work already completed on the Vision Statement and Definition (Appendix 2). This will be updated annually, taking into account the results of surveys and questionnaires that inform us of C&YP views on bullying. 	March 2008	Lead Officer Strategic group Sub Group	C&YP submit information and comments that will be incorporated into the city strategy	
	March 2008	Lead Officer Sub Group	User friendly formats will be created	
	March 2008	Lead Officer Sub Group	Guidelines created and disseminated	

<ul style="list-style-type: none"> • The Charter Mark is in place in schools and organisations delivering services to C&YP • Schools to have developed and implemented an anti bullying policy fulfilling the quality requirements of the National Healthy Schools Programme • All organisations are encouraged to develop and review annually, their own user friendly strategy and policy, involving C&YP and their parents / carers in the process 	<p>March 2009</p> <p>December 2007</p> <p>March 2009</p>	<p>Lead Officer. PHSCE Consultant</p> <p>Head of Health Improvement</p> <p>Strategic Group Lead Officer</p>	<p>50% schools actively engaged in process</p> <p>23% of schools achieved Healthy School status</p> <p>Organisations delivering services to C&YP can demonstrate the involvement of C&YP and their families</p>	
<p>Priority 2</p> <p>To ensure that bullying is picked up early and that “low level” harassment is challenged</p> <ul style="list-style-type: none"> • Policy guidelines will be drawn up to offer support & guidance about bullying to professionals • All organisations are encouraged to develop and review annually, their own user friendly strategy and policy, involving C&YP and their parents / carers in the process 	<p>March 2009</p> <p>March 2008</p> <p>March 2009</p>	<p>Strategic group Lead Officer Sub Group</p> <p>Strategic group Lead Officer Sub Group</p> <p>Strategic group Lead Officer</p>	<p>Policy guidelines made available to schools and other providers of children’s services</p> <p>No. of schools and organisations achieving Healthy Schools Status and signed up to the Charter Mark</p>	

<ul style="list-style-type: none"> Children's Homes carry out pilot of reported& recorded bullying incidents 07 – 08 Targeted support will be given for vulnerable groups – C&YP in special schools and others with SEN, those in Children's Homes, C&YP during transitional stages in education, those who are disabled and those from BME. Who will carry out this targeted support and the process on how this will be carried out, along with funding, will need to be agreed. Training is commissioned for children's services to learn how to develop peer mentoring groups such as the "buddy" system 	May 2008	Head of Safeguarding. Strategic Group	Report of findings given to Strategic Group	
	March 2009	Lead officer Sub Group	Information from surveys and questionnaires will be compiled to identify what support is required	
	March 2009	Strategic Group	Process agreed and people / service identified and commissioned	
	March 2009	Strategic group	Surveys and questionnaires highlight the number of peer mentoring groups established and the type and level of training is known	
Priority 3 To coordinate partnership working across Children's Services <ul style="list-style-type: none"> Lead officer identified to coordinate work 	March 2008	Strategic group Lead Officer	Coordination and partnership working are evidenced	
	March 2008	Strategic Group	Person identified and responsibilities agreed	

<ul style="list-style-type: none"> An audit of training needs is carried out so that appropriate training can be planned, coordinated and commissioned Services will be commissioned and coordinated to provide training and support to C&YP who are being bullied and for those who bully Where appropriate, C&YP will be offered training which will help them to contribute positively towards anti-bullying activities such as policy writing and peer mentoring. 	December 2007	Strategic Group Lead Officer Sub Group	Audit completed and appropriate services identified and commissioned to carry out the training.	
	March 2008	Strategic Group Lead Officer Sub Group	Appropriate services identified and commissioned to carry out the training	
	Ongoing	Lead Officer Sub Group	Evaluations are sought from those C&YP taking part to assess whether they feel that they had adequate training to take part to level expected of them.	
<p>Priority 4</p> <p>To ensure that robust anti-bullying policies are in place and that C&YP are offered different options to report incidents as well as understand the response that they can expect</p> <ul style="list-style-type: none"> A menu of appropriate methods of preferred reporting and recording is created by C&YP in the Sub Group, which reflect what response, if any, they expect to receive Resources are identified and put in place to support the menu 	March 2009	Strategic Group Lead Officer Sub Group		
	March 2009	Lead officer Sub Group	Menu of options that meets C&YP needs is in place	
	March 2009	Strategic Group Lead Officer	Resources in place	

<ul style="list-style-type: none"> Organisations are encouraged to have robust anti-bullying policies in place, that are reviewed annually and which encourage whole community approaches 	March 2009	Strategic Group Lead Officer	Numbers of organisations with or progressing towards the Charter Mark and number of schools awarded Healthy Schools Status	
<ul style="list-style-type: none"> Funding to be sought for an Annual Conference in Anti-Bullying week to raise the profile of what C&YP can do about bullying 	November 2009	Strategic Group Lead Officer	Decision is made on whether the conference goes ahead	
<ul style="list-style-type: none"> A Directory of professional services that will signpost C&YP and their parents / carers and professionals, to a range of anti-bullying resources, advice and support will be developed in line with national government guidance to Children's Information Services. 	March 2009	Lead Officer. Children's Information Services officer	The Directory of Services contains appropriate information to signpost C&YP, their parents / carers and services	
<ul style="list-style-type: none"> The C&YP will look at what needs to be included in the directory and in what format and consider other appropriate media that could signpost C&YP to advice and support 	March 2009	Sub Group	Other media developed which give C&YP information on where to find advice and support on bullying issues	Appendix 3 outlines some useful contact details for C&YP, parents / carers and is also useful for professionals to be aware of.
<ul style="list-style-type: none"> The Complaint System is to be reviewed in line with national guidelines due in summer 2007 	March 2008	Strategic Group Sub Group	Complaints system reviewed	
<ul style="list-style-type: none"> Independent mediation services should be commissioned to support parents and carers where complaints arise 	May 2007	Childrens service providers	Independent mediation is offered	

<p>Priority 5</p> <p>To ensure that a practical method of establishing baseline information is set up, in line with the ECM targets and indicators</p> <ul style="list-style-type: none"> • An annual survey will take place in national Anti-Bullying week, across the city, which will provide the main baseline information on those who state that they have been bullied and of those who admit to bullying others • The Exeter Health Related Behaviour Survey results will be reviewed bi-annually • A clear method of reporting qualitative and quantitative information is established • ICT alternatives are explored as a means of reporting and recording incidents. • Sentinel pilot to run and be evaluated • The Tell Us survey is being incorporated onto the Children's Trust web site 		<p>Strategic Group Lead Officer Sub Group</p> <p>Lead Officer Sub Group</p> <p>Head of Health improvement</p> <p>Strategic Group Lead Officer</p> <p>Strategic Group Lead Officer</p> <p>Strategic Group Lead Officer</p> <p>Project Manager</p>	<p>Annual survey takes place across the city and baseline figures updated in line with ECM targets and indicators</p> <p>Exeter Questionnaire continues to take place bi-annually and baseline information fed back to the Strategic group</p> <p>Process to report and record information is established</p> <p>Decision is made whether to commit to ICT process or paper based methods</p> <p>Decision is made whether to extend the licence</p> <p>Tell Us survey is live on the Children's Trust web site</p>	
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9. Monitoring, Evaluation and Reporting

- The Anti-Bullying Strategic Group will monitor the implementation of the action plan and will report to the Children's Services Leadership Team and Sunderland Children's Trust.
- Where the strategy is included in the strategic plans of partners, these will be monitored and reported to accountable bodies consistent with the management and governance arrangements of these partners.
- All partners will contribute to the Annual Performance Assessment, as well as where appropriate for inspection by Ofsted. The Lead Officer will support partners in implementing post inspection action plans where relevant.
- Information from surveys that identify aspects of bullying will be collated and analysed and an annual report will be made available. The analysis will seek to provide the necessary baseline data required, updating the Children and Young People's Plan and identify benchmark indicators to explore and measure the effectiveness of the Anti-Bullying Strategy.
- Evidence based practice will inform future planning needs, commissioning and development of anti-bullying support services and initiatives, as well as practice, by identifying what works well and recognising the need to invest in prevention rather than crisis intervention.

APPENDIX 1

Bullying: Audit of activities / services for children and young people September 2006

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
Children's Fund				
Sunderland Anti Bullying Strategy	<p>Mainly target children and young people aged 5 to 13 years – any gender</p> <p>Train individuals, families and professionals to counteract bullying behaviour.</p> <p>City wide</p> <p>Work within schools, other organisations and with Community and Voluntary groups</p> <p>Specific work with YOS / YISP</p> <p>Availability – as required, though typically Monday – Friday, 9am–5pm</p>	Katie Wadhams Anti Bullying Coordinator	<p>Katie Wadhams Anti Bullying Coordinator</p> <ul style="list-style-type: none"> - Training & development - Coordination of referrals - Liaising with YISP Manager - Staff management - Budgets <p>Angela Graham Impact Manager</p> <ul style="list-style-type: none"> - Strategic link to other organisations and overall responsibility <p>Sarah Collins P/T Admin Worker (16hrs)</p> <ul style="list-style-type: none"> - General admin / IT <p>Amy Porter / Wendy Cook Sessional Workers – as required</p> <ul style="list-style-type: none"> - Deliver courses in schools - Family Nurturing Training for parents <p>Pat Finney Mediator – ½ day per week</p>	Children's Fund 06 – 07

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
			- Mediate between school and families -	
			Steve Eales Parent Support Worker – P/T, 1 – 2 days - Direct 1:1 work with parents whose children are being bullied	YOS / Trailblazer £11k 06 - 07
Case management				
Case management	Children in need, 0-18	Ann White	<ul style="list-style-type: none"> ▪ No separate service on anti-bullying ▪ Staff receive training on this issue ▪ Staff offer advice to children and parents / carers as part of their everyday work 	N/a
SLAC				
Training for staff	All children	Dave Laverick	Staff have a shared understanding of bullying, recognize the signs of bullying, record incidents, and undertake direct work with victims/perpetrators Consideration is being given to solution-focussed brief therapy training for staff	Within existing budgets
Child protection procedures Safeguarding	All children	Janet Newton	To report incidents under the CP procedure as appropriate	Within existing budgets

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
Individual work sessions	All children	Nick Murphy/Helen Fay	All staff have link workers who have monthly one to one recorded work sessions. They may be used to discuss issues of bullying either as victim or perpetrator	Within existing budgets
CAMHS consultation	All children	Karen Wilson	All children's homes staff groups receive at least monthly consultation from a member of CAMHS staff which can be used to discuss issues of group dynamics, bullying and behaviour management	Within existing budgets
Normalising the experience of children	All children	Nick Murphy/Helen Fay	Staff create a culture of normality within the homes and promote access by children to community facilities, thus reducing the "difference" between children in care and the general population which can be a source of bullying	Within existing budgets
Complaints procedure	All children	Marie Johnston	Children in the homes have access to a phone and the internet. They are made aware of the contact details for Childline and the complaints officer	Within existing budgets
YOS				
YOS	<ul style="list-style-type: none"> ▪ Work with the Anti-bullying strategy service to deliver group and individual intervention ▪ Various kits are used to 	Alan Scott		Within existing budgets

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
	address bullying issues on a one to one basis. I.e. Teen Talk, Just Like Support packages			
Young Peoples Service / Leaving Care				
Y Not? Group	<ul style="list-style-type: none"> ▪ An anti bullying policy is in place. It was written with the young people ▪ The young people have had two anti Bullying days. One with Barnados and one that we ran at the Raich Carter Centre 			
Young Peoples Service	<ul style="list-style-type: none"> ▪ Very clear ground rules re bullying within the drop in and for all activities. ▪ An antibullying theme has been included within group work activities and residentials on teamwork, support, relationships, self-esteem and confidence building. ▪ Sessions specifically about bullying tied in with sports activities. 			

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
Safeguarding				
Looked after reviews	In reviews the Safeguarding Unit relies on information from social workers and from schools. This information is not always reported to the meetings. Staff are not always aware of the significance and impact of this information.			
Connexions				
Connexions	<p>Young people who are experiencing bullying may be identified to Connexions Personal Advisers by school staff or by APIR assessments undertaken by Personal Advisers.</p> <p>Young people who are experiencing bullying are one of the groups of young people identified within Connexions Tyne and Wear procedures as requiring above minimum support (i.e. more frequent contact with their PA and more in depth support than mainstream.)</p> <p>An analysis of NEET young people in Sunderland revealed that a number had significant issues at school including bullying and truanting, hence the need to identify early and give early on going additional support.</p> <p>We did support the anti bullying campaign of the Youth Development Group (via Youth Information Shop) last year and would be ready to do so again (except premises moves mean we wouldn't be able to do quite the same).</p>		Ray Reay	

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff	Funding
From John Britton				
<p>Education Anti-Bullying Chartermark</p> <p>Sentinel</p> <p>Regional Anti-Bullying Alliance</p> <p>Buddying</p>	<p>Work with Sunderland Youth Parliament has led to the development of the Anti-Bullying Chartermark.</p> <p>This was launched in February. 19 schools have so far formally registered interest with one school having completed the evidence gathering. There are many other schools are using the Chartermark as an action plan to develop their anti-bullying strategies.</p> <p>Further developmental work is necessary on some of the processes involved in gaining Chartermark status and there are issues around training and support for schools which need to be addressed.</p> <p>The LA has signed up to work with Vantage Technologies to pilot an electronic recording and reporting tool, which will help to monitor bullying incidents across schools in the LA. It also has the potential to be used across other settings in Children's Services. In September, all schools will be invited to take part in the pilot.</p> <p>The pilot will also allow the evidence for Chartermark status to be electronically gathered. This will ease the burden of analysing and distribution of questionnaires.</p>	J Britton	Advisory Consultant for PSHE and acting Anti-Bullying Co-ordinator	?

Activity / service	Description (eg. target group, gender, availability, setting)	Contact person	Staffing – roles and responsibilities of staff		Funding
Projects	<p>Sunderland is a member of the Regional Anti-Bullying Alliance. Relevant information is disseminated to schools within Sunderland. The alliance is in the early stages of developing a young person's version.</p> <p>More schools are developing buddying systems. It is expected that more schools will be looking to provide appropriate training for the students.</p>				

APPENDIX 2 Children and Young People's Definition

Children and young people, who had been working with the sub group of practitioners, all thought that what they have designed below is the best method for other groups of children and young people to use when thinking what their bullying definition would be. The way that they would recommend others look at a definition of bullying would be to have one sentence about what people thought bullying meant to them as a group, with speech bubbles coming off that which identify the different types of bullying that exist to them and give examples within this of what they mean.

Each group would have a definition that meant something to them, rather than a standard definition, so that they "owned" it.

Physical

Punch, kick, hit,
spat at, pushed,
shoved

Verbal

Sworn at, teased,
calling nasty
names

Bullying

is.....

Cyber

Hate web sites, public
posting to hurt and
humiliate someone ...

Emotional

Excluding, being
unfriendly, making fun
because someone
can't do something

APPENDIX 3
Useful contact details

Helplines for children and young people		
Organisation	Phone	Times
<p>Childline</p> <p>FREE 24 hour telephone line for children and young people.</p> <p>www.childline.org.uk</p>	0800 1111	24 hours
<p>Connexions</p> <p>For young people aged 13-19.</p> <p>Calls from a landline are free so they won't show on a phone bill. Calls from a mobile are charged but if you ring them on your mobile – they will call you back.</p> <p>www.connexions-direct.com</p>	080 800 13219	8.00am – 2.00am
<p>NSPCC</p> <p>Helpline</p> <p>www.there4me.org.uk</p> <p>This site is for 12 – 16 year olds. It provides confidential, one-to-one online advice or you can send a private message to an adviser and receive a personal reply.</p>	0800 800 5000	24 hours
<p>The Hide Out – (DOMESTIC VIOLENCE)</p> <p>An information site.</p> <p>www.thehideout.org.uk</p> <p>The Hideout provides help, information and support for children and young people – where you've experienced domestic violence or if you know someone else going through it and you're looking for help and information. You can hide your visit.</p>	It suggests contacting Childline directly to talk to someone	Children are recommended to contact Childline.

Helplines for parents and carers

Organisation	Phone	Times
<p>ACE (Advisory Centre for Education) Independent advice for parents on all issues relating to state education in England and Wales www.ace-ed.org.uk</p>	0808 800 5793	2pm – 5 pm Monday to Friday
<p>Sunderland Anti-Bullying Service This is a voluntary organisation that offers support and advice to those affected by bullying. They also offer training and different ideas and strategies to individuals, schools and organisations, to help them deal with bullying. They can also offer an independent mediation service.</p>	<p>Direct Line: 0191 566 0622</p> <p>Impact Service Number: 0191 567 8282</p>	<p>Monday to Friday 9 – 5pm</p>
<p>Child Contact Centre This is a voluntary organisation, which offers safe and neutral venues where children of separated families can spend time with one or both parents and sometimes other family members. Fathers and mothers workers offer support to families using the centre.</p>	<p>Direct Line: 0191 566 0624</p> <p>Impact Service Number: 0191 567 8282</p>	<p>Monday to Friday 9 – 5pm</p>
<p>Kidscape Helpline for parents, guardians or concerned relatives or friends of bullied children. Children are recommended to contact Childline. www.kidscape.org.uk</p>	08451 205 205	10am – 4pm Monday to Friday
<p>ParentlinePlus Offers a free confidential helpline to parents and carers on all aspects of parenting. Also provides secure email helpline via the website. www.parentlineplus.org.uk</p>	<p>0808 800 2222</p> <p>Textphone: 0800783 6783</p>	24 hours
<p>Youngminds Parents Information Service A free, confidential telephone service providing information and advice for any adult with concerns about the mental health of a child or young person. www.youngminds.org.uk</p>	0800 018 2138	<p>Monday and Friday 10am–1pm Tuesday, Wednesdays and Thursday from 1-4pm Wednesday evenings from 6-8 pm</p>
<p>The Wearside Domestic Violence Forum will challenge and prevent domestic violence by ensuring the provision of appropriate services for the protection of women and children experiencing domestic violence. www.sunderland.gov.uk. Under “Life Events” and “Dealing with Domestic Violence”.</p>	0800 066 5555	24 hour help line