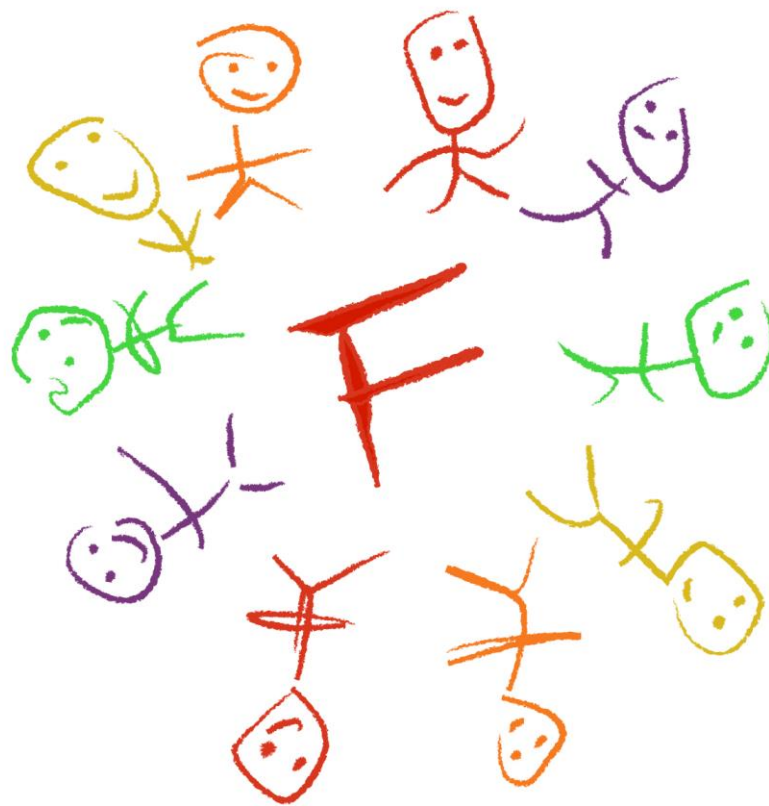




**Anti-Bullying Strategy, Action Plan,
Guidance and Resources
2018-2020
The Borough of Poole
Children's Services**

Friends are forever



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Anti-Bullying Strategy Action Plan Guidance and Resources 2018 - 2020 The Borough of Poole Children's Services

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RESPECT THE DIFFERENCE



1. Foreword

We are delighted to present the updated 2018-20 Poole Anti-Bullying Strategy and Action Plan. The Strategy was first launched in January 2012.

This Strategy has been developed and revised by the Poole Anti-Bullying Strategy Group and has been informed by ongoing consultation with the Poole Anti Bullying Champions from schools and key partners who support children, young people and their families.

It builds on the effective practice we already have in place to prevent and respond to bullying behaviour. The Strategy sets out a range of challenging commitments from all our services and communities as a crucial contribution to meeting this challenge.

The 2017 Poole Anti Bullying Questionnaire demonstrates the significant amount of work schools/colleges are undertaking with Children and Young People to promote positive behaviour and tackle bullying. However they indicate that concerns around cyberbullying remain high. National research indicates that children with special education needs and disabilities are twice as likely to be bullied. Therefore Poole, together with Bournemouth, have been delighted to be taking part in the national All Together United Against Bullying award scheme which focusses on SEND.

Keeping children and young people safe and healthy, enabling them to enjoy and achieve, providing them with opportunities to make a positive contribution and make that effective and confident transition into adulthood continue to be at the heart of Poole's Anti-Bullying Strategy.

Poole Borough Council and Poole Children and Young People's Trust are committed to the wellbeing of all their children and young people and therefore commend the strategy to all partners and the children and young people of Poole.

Cllr Mike White **Date: 21.03.2018**
Portfolio Holder for Children's Services

Jan Thurgood **Date: 19.03.2018**
Strategic Director – People Theme

2. Introduction

The Strategy was first launched in January 2012, revised in 2014, 2016 and 2018. Since 2012, every school has had a member of staff identified as the Anti bullying Champion. Most Champions work directly with the pupils to run anti bullying schemes such as peer mentoring, buddy schemes and Anti bullying ambassadors. Anti bullying work is one of the safeguarding aspects schools are asked to review in their annual safeguarding audits.

Poole Children's Services are committed to the elimination of all forms of bullying, harassment and discriminatory behaviour. We believe that every child and young person has the right to grow, play and learn in a safe environment, free from intimidation and harassment of any kind. We recognise that particular groups of children and young people may be particularly at risk of bullying. However, for any victim, bullying can have far reaching effects on their emotional wellbeing, social development, health and education and can have life long consequences.

Poole Children's Services recognise the need to support children and young people who engage in bullying behaviour and to minimise the impact of influences and experiences that can make them behave in this unacceptable manner e.g. domestic violence, negative adult role models, inappropriate exposure to social media, gaming and other forms of technology.

Bullying is a sensitive issue for all involved, the victim, parents, professionals, witnesses and for perpetrators and their families. Dealing with bullying and harassment requires the highest professional standards and practices. We are committed to ensuring that professionals in all settings are supported and equipped in dealing with bullying in an appropriate and consistent manner.

This Anti-Bullying Strategy sets out the standards and responsibilities proposed for all agencies working in any setting with children and young people in Poole. The effectiveness of our actions will be monitored by the Children's Trust Governance Board, Local Safeguarding Children's Board (LSCB) and the Anti-Bullying Strategy Group which is Chaired by the Head of Children, Young People and Learning, Vicky Wales.

We will continue to work directly with children and young people to ensure that all agencies are demonstrating their commitment in this area and that the actions within the strategy are having a real impact on individual lives.

Schools tell us (questionnaire 2017) that Cyber-bullying is their main concern. Government research (FIND) indicates that children with SEND are more vulnerable to bullying. The Prevent agenda has heightened the awareness of the potential impact of racist bullying.

A review of activity from April 2016 – March 2018

What has been taking place?

- **Anti-Bullying Week** (November) has become well established in most schools in Poole. All schools have been encouraged to participate. Some call this 'friendship week'. The use of resources available from the Anti-Bullying Alliance, are promoted.
- Each November there is a **media campaign** together with input from the Family Information service in Poole. Many schools contribute information about what they are doing for Anti bullying week
- **All Together Against Bullying Award** – Poole joined with Bournemouth to win a bid for this national project supported by the Department of Education and the Anti Bullying Alliance. The project runs from 2017 – 2019. All schools and relevant agencies were invited to attend a series of four workshops in 2017. 30 Poole schools attended over the four sessions and 21 of the schools are registered with the 'All Together' programme. 52 agencies that are based in Poole or that work across Poole and Bournemouth also attended the workshop sessions. All schools have been given the opportunity to register for the award, access many tools to help in their Anti Bullying work and be supported by the project leads. This is in progress.
- Many schools have established **peer mentoring or buddy schemes, anti-bullying ambassadors or anti-bullying groups who meet regularly and embed anti-bullying work in the school**. The aim is to include pupils in supporting other pupils who are at risk of experiencing or have experienced bullying. Several secondary schools have sent pupils to Diana Anti Bullying Ambassadors training at regional venues and Poole High School hosted the **Diana Anti Bullying Ambassadors Training in February 2018** which was open to all schools in the area, with a further session planned at Parkstone Grammar School in July 2018.
- Many schools commission the **Safe Schools and Communities Team (SSCT)**. The SSCT provide anti-bullying and E safety education and training for pupils, parents/carers and staff. The SSCT often assists and supports schools in responding to individual cases.
- All schools have behaviour policies which include how bullying will be dealt with. Many have stand alone **anti-bullying policies**. These are publicised on school web sites. Anti bullying work forms part of the **annual safeguarding audit review** undertaken by the Designated safeguarding Leads and signed off by Governing Bodies/Trustees. The Education Safeguarding advisor and LADO always talks through anti bullying work on her audit visits to schools
- An annual **anti-bullying survey** is conducted to assess what progress had been made by schools in anti-bullying work since the launch of the Strategy. Information from the survey was shared with other schools/organisations to encourage good practice. **(see the outcome of the 2016 and 2017 surveys in Appendix 4)**
- All schools and key organisations have an **Anti-Bullying Champion**. The name of the Champion is indicated in the Local Safeguarding Children's Board Compact signed up to by all Poole schools and key organisations.
- An **Anti-Bullying Forum** is held each term for all practitioners working with bullying issues, usually attended by the Anti-Bullying Champions. This is well established with good attendance.
- If the police receive a referral about bullying this is directed to the **Safe Schools and Communities team**. Wherever possible the SSCT will then work with the

young person's school to resolve the incident, undertaking restorative work etc. This has led to less criminalisation and effective intervention at the first level.

- The **LSCB Safeguarding in Education group** has a standing agenda item referring to Anti bullying as well as internet safety. The LSCB monitors and advises on the work of agencies in relation to bullying as part of the wider safeguarding agenda. There is sign up from all schools whether maintained, academy and independent to the LSCB Compact.
- **Governors/Trustees safeguarding training** provided by the Borough includes input about anti bullying work in schools and the governors/trustees responsibility in relation to this.
- Members of the **BME group** who meet to consider safeguarding issues attended the All Together United against Bullying workshops.
- The **Prejudice Free Dorset Group** (PF) is a multi-sector group from the public, private and voluntary sector working together in Dorset to challenge prejudice so that all individuals can go about their daily lives safely and with confidence and to enhance individual's feelings of safety. Their website has information about how to report hate crime and prejudice incidents as well as information about support to those affected. Each year a Hate Crime conference is held and issues raised at the conference help inform the strategies of the group. Each year the importance of education settings in helping to tackle prejudice incidents inside and outside of schools has been highlighted. There is recognition that work needs to be done with pupils, staff, governors and parents/careers. The biggest issue is inconsistency across schools and Prejudice Free Dorset are looking to support settings by connecting them to resources and opportunities from the local voluntary and community sector. For instance community members trained to deliver assemblies on modern day Islam, video project by young people on sexual orientation, visits to the local synagogue, support with prejudice incidents, support to up-date bullying policy etc.....
There is also recognition that lots of good work already exists in schools via the anti-bullying initiatives and Prejudice Free Dorset are keen to capture this learning. To learn more please visit <http://www.prejudice-free-dorset.co.uk/>

What is “bullying”?

The Department of Education definition

Preventing and Tackling Bullying – DfE July 2017

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in

care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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

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

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.

The Anti Bullying Alliance definition

The Anti-Bullying Alliance and its members have a shared definition of bullying based on research from across the world over the last 30 years.

ABA 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. It can happen face to face or online”

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Prevalence of bullying

There are a wealth of statistics in relation to bullying both in the UK and overseas and you will regularly see bullying reported in the media. Research from the [Department for Education](#) 2010 found that:

- 40% of young people were bullied in the last 12 months
- 6% of all young people had experienced bullying daily. 9% between once a week and once a month.
- Most common form of bullying was name calling (including via text and email) at 26%, followed by exclusion from social groups at 18%
- 21% of children who had experienced bullying daily had truanted in the last 12 months - 3 times the proportion of those who were not bullied. Young people who had experienced bullying daily also most likely to truant for the longest period of time. Girls almost twice as likely to truant because of bullying than boys.
- 24% of children bullied most days also most likely to be kept off school by their parents.
- 15% of children who had experienced bullying daily had been excluded from school in the last 12 months (compared to 5% of children not bullied)
- 1 in 4 young people with SEN (special educational needs) experienced violence (actual or threatened)
- Actual violence was more likely to always take place at school compared to other forms of bullying

Research from the Anti-Bullying Alliance in 2016 with over 13,000 pupils aged between 7 and 15 across 44 schools in the UK found:

- 1 in 4 children reported they were bullied a lot or always
- Disabled children and those with SEN were around twice as likely to be bullied
- The risk of being frequently bullied declined with age
- Males were more likely to be victimised than females
- Disabled children and those with SEN were three times more likely to both be bullied and bully others ('bully-victims')
- Children and young people who were involved in school bullying enjoyed going to school less, had poorer relationships with their teachers, and were less likely to feel safe or included within the school.
- Children who were eligible for free school meals were more likely to be victims of frequent bullying

(Information taken from the Anti Bullying Alliance website February 2018)

What does the law and guidance state about bullying?

The Education and Inspections Act 2006 (amendments 2011)

The headteacher of a relevant school must determine measures to be taken with a view to 89(b) encouraging good behaviour and respect for others on the part of pupils, and in particular preventing all forms of bullying.

Independent School Standard Regulations 2014

The Independent School Standards Regulations provide that the proprietor of an Academy or other independent school is required to ensure that bullying at the school is prevented in so far as reasonably practicable by the drawing up and effective implementation of an effective anti-bullying strategy.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it.

Human Rights Act 1998

Bullying is a children's rights issue and children's rights approaches have a significant role to play in tackling the problem of bullying behavior.

The Human Rights Act gives further weight to the rights and freedoms guaranteed under the European Convention on Human Rights and incorporate the United Nations Convention on the Rights of the Child (UNCRC) 1989.

www.legislation.gov.uk/ukpga/1998/42/contents

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

This strategy has been written within a values framework that acknowledges the rights and responsibilities of children, young people and adults. It is based on the following principles:

- an entitlement for children and young people to appropriate and balanced education and support
- the right of all to learn in a safe and supportive environment
- the right of all to access helping services
- the right of all to accurate information
- the right of all to participate and to be consulted

- the right of children and young people to hold their own views and to make their own decisions in an age appropriate way.

Keeping Children Safe in Education 2016 Part 1 lists bullying (including cyberbullying) under 'peer on peer abuse' and states that staff should be clear as to the school or college's policy and procedures

The Children Act 1989

A bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

www.legislation.gov.uk/ukpga/1989/41/contents

Advice and Guidance Documents

Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies DfE 2011 (updated July 2017)

- Produced to help schools prevent and respond to bullying as part of their overall behaviour policy
- To understand their legal responsibilities
- To understand the Department of Education's approach

Behaviour and Discipline in Schools: Advice for Headteachers and School Staff (January 2016)

This guide provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline pupils. The purpose of the document is to provide an overview of the powers and duties for school staff. It is for individual schools to develop their own best practice for managing behaviour in their school.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/the-use-and-effectiveness-of-anti-bullying-strategies-in-schools>

DfE Behaviour and Discipline in Schools 2016

It covers

- Behaviour policy
- Powers to discipline
- Searching pupils
- Use of reasonable force

For more information from the Department of Education on bullying at school see <https://www.gov.uk/bullying-at-school>

OFSTED Survey Report: No Place for Bullying 2012 – [Click Here](#) to see the report

How schools create a positive culture and prevent and tackle bullying

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

In the best schools:

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

Recommendations

School leaders should ensure that their policies and practice consistently contribute to a culture of mutual respect in which unacceptable behaviours, including bullying, are minimised, by ensuring:

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

Schools should ensure that their curriculum, including their personal, social and health education (PSHE) and citizenship curriculum:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability
- includes a clear progression that takes account of the age and maturity of pupils
- is tailored to the particular needs of the current and anticipated intake of the school
- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

Schools should:

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

Governing bodies/Trustees should:

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

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

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

Other Ofsted publications

[Exploring the school's actions to prevent and tackle homophobic and transphobic bullying 2013](#)

Government Guidance

Keeping Children Safe in Education (KCSIE)

Preventing and Tackling bullying 2017

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

Cyber bullying: advice for Head teachers and school staff 2014

Further information on bullying including cyberbullying

What does Ofsted expect ?

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

National and international research, guidance and practical support

More can be found at:

KCSIE Part 1 – Bullying including cyberbullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

and

[Anti Bullying Alliance](#)

[NSPCC – Bullying and Cyberbullying](#)

[The use and effectiveness of Anti Bullying strategies in schools, Department of Education 2011](#)

[Diana Award](#)

3. Poole's Vision and Aims

The Aim of the Poole Children and Young People's Anti-Bullying Strategy

This overarching strategy and action plan for Children's Services (schools, other service units and partner organisations) is designed to achieve the overall aim of reducing incidents of bullying in Poole. It should help to inform the further development of schools and other organisations' anti-bullying policies and action plans. It aims to:

- respond to the ongoing concerns raised by children and young people around bullying and personal safety
- support community and school environments to enable young people to learn in safety and to reach their full potential
- provide children and young people with opportunities to take part in the development and implementation of anti-bullying work in Poole
- deliver an effective coordinated response to reducing bullying across Children and Young People's Services, in line with legislation and guidance
- provide an overarching strategic framework in which all agencies and providers will consistently approach the issue of bullying in any service provided to children and young people
- assist agencies to develop a continuing effective response to bullying issues
- assist agencies to develop procedures which will inform residents, parents, carers, children, young people, visitors and staff of action to take if they are concerned about bullying behaviour
- encourage agencies and organisations which have a statutory obligation to have policies on bullying, e.g. schools, to have policies which relate and refer to this strategy
- enable adults working with children and young people to be aware of those particular groups of children who may be targeted or at risk of bullying
- provide links to Government guidance and resource information to inform professionals about roles, responsibilities and the support available to assist them in their duties

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

Who is the Strategy for?

Tackling bullying is everyone's responsibility.

Bullying can take place anywhere in our community. Tackling bullying is therefore not just an issue for schools alone; it is everyone's responsibility including parents and carers, all organisations working with children and young people and the wider community. The strategy aims to support a joint approach through partnership work to address bullying wherever and whenever it involves children and young people.

Who is responsible for delivering the Action Plan?

This strategy is intended to benefit Poole children, young people, their families and those who work with them and will set a direction for anti-bullying work for the full range of services in the community including:

- all statutory and voluntary agencies working with children and young people and their families.
- schools, school communities and further education establishments
- settings for children and young people including early years, after school clubs and groups, and youth groups
- local communities and neighbourhoods

The Poole Anti-Bullying Strategy Group

This Strategy Group is responsible for developing the overall strategy and the development and monitoring of an annual action plan.

The Children Act 2004 makes Local Authorities responsible for setting up arrangements to develop a multi agency strategy, policy and practice with regard to bullying.

Specific agency roles

- Almost all children in Poole attend school and therefore **schools** can be both the venue for Anti-Bullying activity and the model of appropriate behaviours that will affect children and parents. 'Preventing and tackling bullying in schools', 2017, gives guidance to schools about preventing and responding to bullying.
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Although schools now have powers to deal with bullying which happens outside of school, there is a role for the **Safer Communities Team (Borough of Poole)** and the Police when bullying takes place in the community. If the matter may be criminal or poses a serious threat to a member of the public the police should always be informed.
- The **Police** have a role where a serious criminal offence may have been committed inside a school. If bullying occurs outside of school, the school has a statutory duty to

deal with this. The police have a duty where an assault has occurred outside of the school.

- **Early Help Services** may be appropriate as Family Outreach Workers or targeted Youth Support may be able to offer an intervention with the young person and/or parents.
- **Young People Centres and Projects** have a role in facilitating that young people's voices are heard and ensuring they are acted upon
- **Social Care** may have a role where an incident is particularly serious and it is assessed that the child or young person is at risk of significant harm or where work with the family of either the victim or perpetrator may be at the threshold for Social Care intervention. Any new referrals should be made to the Poole Multi Agency Safeguarding Hub (MASH) 01202 735046 or mash@poole.gov.uk. **Children in care** are at increased vulnerability of being bullied. Being in care makes children different to their peers as they do not live at home with their parents and may live with foster carers or in a children's residential home. Children in care are likely to have experienced harm and their self confidence and self esteem will be low. Children in care may find themselves living in a different community or attending a new school. This increases their isolation, reduces further their emotional resilience and limits their immediate support networks. It is important that children in care are recognised as a significantly vulnerable group of children who may also have one or more of the protected characteristics which further increases the likelihood of being bullied.
- The **SSCT** work directly in schools to prevent and reduce crime and anti-social behaviour, and help safeguard children and young people. They offer specific training packages e.g. Anti Bullying for pupils and E-safety for staff, pupils and parents/carers.
- **Schools and Child and Adolescent Mental Health Services (CAMHS)** work together to support school pastoral staff to access appropriate training and advice when working with children and young people showing signs of stress and/or mental health issues.
- The Pan Dorset **School Nursing Service** provides a confidential and anonymous text messaging service called **ChatHealth** for children and young people aged 11-19 (years 7 to 13) Monday to Friday 8.30am – 4.30pm, contact them on 07480 635511 or by text outside of these hours. Chathealth gives young people access to confidential and anonymous advice and information around a range of topics including emotional wellbeing. In safeguarding incidents they will link to appropriate agencies <https://www.dorsethealthcare.nhs.uk/patients-and-visitors/our-services-hospitals/physical-health/school-nursing>
- There are many **voluntary organisations** and **specialist projects** both national and local which offer support to victims of bullying and/or training and information in order to help to prevent bullying e.g. Anti-Bullying Alliance, ParentlinePlus, ChildNet international, Space and Rainbow. For full details see **Appendix 2**.

All organisations working with children and young people should have their own anti-bullying policy and procedures in line with this strategy.

4. The Poole Strategy

Strategic Priorities and Outcome Measures

Strategic Priority 1: Data Collection

Outcome:

Individual schools/organisations to monitor bullying incidents

Schools and other organisations working with children and young people 'should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective' (Preventing and Tackling Bullying 2017) It is the responsibility of each school to have an effective system to collate data relating to bullying and prejudice incidents.

Annual Survey undertaken by the Local authority

The Local Authority will undertake a survey with schools and other organisations, on an annual basis to request that information is returned about incidents of bullying and prejudice. **Appendix 4 – Anti-bullying questionnaire for schools**

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

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

Strategic Priority 2: Consultation with children and young people

This principle is to enable children and young people's voices to be heard by professionals in relation to anti-bullying work in schools, other organisations and their wider communities. Professionals need to take account of these views when developing their anti bullying work.

Outcome: Each school/organisation should consult with children/young people regarding their views about safety including bullying and how effectively they think that bullying is being tackled. This may be by the use of the completion of an annual survey on bullying, discussion at school council, attending specific consultation events etc. Their views will be taken account of in the development of policy and practice in relation to anti-bullying. This will lead to better outcomes in relation to how safe children/young people feel at school, in other organisations and in their community.

Key activities will ensure that:

Schools will engage in a dialogue with their pupils to address their perceptions of behaviour and bullying incidents in their school and how effectively they consider policies to combat bullying have been. This could be via a questionnaire or may be by discussions or special events.

The Anti Bullying Alliance has devised a [wellbeing questionnaire](#) for pupils as part of the All Together United Against Bullying project

Young people's views will continue to be heard by strategic leaders when considering relevant service development.

Strategic Priority 3 Schools'/other organisations work with pupils

Outcome: All schools/other organisations feel confident in preventing and tackling bullying through their own policies and practices.

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

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

3.1 Prevention

- All schools/organisations will appoint a member of staff to be the Anti-Bullying Champion; this person will be identified on the LSCB Compact. Their role will be to lead on prevention and intervention in relation to bullying.
- Creating an ethos of good behaviour where pupils and staff treat one another with respect because they know that this is the right way to behave and have a clear understanding of how actions affect others, should be a priority. This should be reinforced by staff and older pupils who set a good example to the rest. One tool which can be used to assist in this is The Rights Respecting Schools Award (UNICEF) which provides a whole-school framework for improvement based on the rights/responsibilities agenda. www.unicef.org.uk/rrsa
- Schools may record incidents of 'mean moments' or friendship issues as means of early prevention of potential bullying, taking action to prevent low levels escalating
- Schools should aim to be an inclusive and safe environment where pupils can openly discuss their concerns about bullying, without fear of further bullying or discrimination.
- Schools should proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place e.g. talking to pupils about issues of difference in lessons.
- There should be open discussion about differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, differences in family background e.g. being looked after or a carer. Dedicated events or projects, assemblies, Personal, Social, Health and Economic Education (PSHE) would be appropriate forums. Schools are required to have statements and educate children about British values ([Promoting Fundamental British Values through SMSC 2014](#))

- Anti bullying work must link to the school Prevent agenda in order to reduce any impact of bullying or prejudice which may contribute towards vulnerability to radicalisation ([Educate Against Hate](#))
- Schools must ensure that all staff are aware of the particular issues relating to children with special educational needs or disabilities, which may lead them to become either victims or perpetrators of bullying incidents. Specialist advice should be sought as necessary e.g. educational psychology. Parents/carers should be involved at an early stage in order to agree on an action plan to prevent an escalation of incidents
- Schools should also teach that using any prejudice based language is unacceptable. Social, Emotional Aspects of Learning (SEAL) has been embedded in Poole schools through structured Schemes of Work. Most Poole schools now have access to an Emotional Literacy Support Assistant (ELSA), who are trained and supervised by Educational Psychologists and who support children and young people with their emotional health and well-being and with issues that impact on this'.
- Many resources are available to help staff educate pupils about relationships and specifically anti bullying resources can be found on Anti Bullying Alliance and Kidscape
- Over the past year, the early years sector have had access to a series of Self-Regulation workshops and training programmes. These have been very well attended by both group and childminder settings, we will measure the impact of this training during 2018-19. The training programme will remain as part of the 0-5 Services core training offer.
- Each school must have its own Anti Bullying policy or within the school Behaviour policy there should be a section on anti-bullying policy which is clear and user friendly for all pupils, parents and staff. There may be a charter or similar designed by the children/young people about their expectations of behaviour from peers, staff and visitors to the school/organisation. All of these should be available on the school web site. The policy must be driven and reviewed annually by the Senior Leadership Team and the Governing Body/Trustees. Schools need to take account of Ofsted frame work guidance in relation to bullying including cyber and homophobic bullying.
- There should be visual signs of anti bullying work e.g. posters, names of Anti Bullying Champions, behaviour charters, in the school
- All pupils should know what the school's approach to bullying is and be clear about the part they can play to prevent bullying, including when they find themselves as bystanders. They should know how to recognise what constitutes bullying, how to report bullying, who to go to and feel confident with the process. Pupils should feel able to report bullying incidents that take place outside of school to someone at school including cyber bullying. Many schools advise pupils to identify in diaries or planners who they can go to if they have an issue.
- Anti-Bullying Week in November each year highlights the anti-bullying agenda and is an opportunity for schools to focus on Anti-Bullying and friendship issues as well as positive relationships, with a range of co-ordinated activities across their school. It is also an opportunity for schools to celebrate success in identifying and achieving positive outcomes with incidents of bullying. Good practice can be shared with parents and the community via the use of social media and the press.
- School Councils should have anti-bullying as a standing agenda item to develop ideas proactively about reducing bullying, and help to develop their own school's policy and set up projects such as mentoring and buddy schemes
- Awareness of bullying and how to tackle it has been promoted to other organisations via the All Together United Against Bullying workshops run in 2017, and other training

events where a wide range of professionals and voluntary sector have attended. See Appendix 3

3.2 Intervention

Investigating and responding to incidents of bullying can bring to light additional issues for those involved as a victim, wrongdoer or bystander that need further support to be resolved. Helping children and young people resolve these issues through practical and/or emotional support can be important for them to change behaviour in the future and avoid further bullying incidents. This may require referral to external organisations and helplines for some individuals or groups.

Key activities will ensure that:

- Schools/other organisations identify and promote helplines for children and young people (See **appendix 2**)
- There are a range of access points provided for children and young people to report bullying.
- Counselling/listening services for children and young people are promoted to support their issues around bullying e.g. pastoral workers in schools, CAMHS, Space.
- There are referral mechanisms for emotional and therapeutic support from specialist services e.g. School Nursing, Educational psychology, Children and adolescent mental health services and the voluntary sector where appropriate.
- Schools should consider developing a system to support victims of bullying in school e.g. peer mentoring schemes, identified school staff, to whom victims of bullying may turn.
- Schools should consider engaging in well established programmes e.g. The Diana Award Ambassador Scheme where pupils are trained to be Anti Bullying Ambassadors in their schools. Training took place in Poole in 2016 and 2018, with further events booked.
- All Together United Against Bullying questionnaires and tools for Anti Bullying behaviour should be widely applied following training events in 2017 and many schools working towards the award
- There is feedback to the victim and family about what action will be taken in respect of the bullying incident.
- Consideration to be given to the needs of the bully as well as the victim and action taken to address those needs. This may include support and emotional/therapeutic interventions from other agencies
- When incidents of bullying occur, 'schools should apply disciplinary sanctions to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves'(DfE 'Preventing and Tackling Bullying')
- The victim and perpetrator will both need support. Restorative justice programmes may prove useful. The Safe Schools and Communities team (SSCT) can be involved.

3.3 Review of policy and practice by schools/other organisations

Schools and other organisations should review how effective their policy on anti-bullying is. The Anti-Bullying Alliance has developed an audit and action planning tool as part of the All Together programme that can be used by schools and other organisations to undertake an annual review of their Anti-Bullying practice.

www.anti-bullyingalliance.org.uk

The review should include:

- School leadership/role of Governors/Trustees
- School policy
- Review of incidents which may include data collection and analysis
- Prevention
- Responding and intervention
- Involving pupils
- Engaging parents and carers
- Staff training and development
- How anti bullying work links with other school agendas and policies e.g. Safeguarding policy, British values, the Prevent duty, SEND
- Developing an Anti Bullying Action Plan

Key activities ensure that:

- The annual review is undertaken by the school/organisation to include the Anti Bullying Champion involving the Designated Safeguarding Person, other members of the Senior Leadership Team and Governors/Trustees (in schools)
- Individual organisations e.g. schools, provide regular feedback to children, young people, parents and carers on the effectiveness, outcomes and changes to their Anti-Bullying policies including changes made in response to outcomes from complaints
- The information from the ABA assessment or alternative means of gaining pupils views by schools is considered as part of the wider review of safeguarding practice.
- The Ofsted framework includes 'behaviour and safety' as one of its key criteria for inspections. Schools should be able to demonstrate the impact of Anti-Bullying policies and practice as part of their overall behaviour plan.
- Views of parents expressed via Parent Voice (Ofsted), by parent surveys and from any complaints should also be taken into account
- Schools consider their Anti-Bullying and Prejudice Incident policy in line with their Equality duties

Strategic Priority 4: Support for parents and carers

Outcome: Parents and carers will be better informed and able to access services to advise them as to how to support their children with bullying issues. Parents/carers views about bullying will be taken account of.

Parents and Carers are the most important people in children's lives and one of the aims of this strategy is to help parents and carers support their children if they are at risk of bullying behaviour. Key partners need to work closely with parents and carers including foster carers and adoptive parents to raise their awareness and understanding of issues surrounding bullying behaviour and to help them support their child.

Parents and carers should be partners with schools/organisations in promoting positive relationships and tackling any difficult friendship or discrimination at the earliest opportunity.

Schools and other organisations should encourage and enable parents and carers to participate in the resolution of individual cases of bullying and in sharing their views about how bullying in general, can be managed. This may be particularly relevant for parents/carers of children with special educational needs or disabilities.

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

Key activities will ensure that:

- Parents/carers know that the school/organisation will not tolerate bullying or prejudice incidents and they need to know the procedure to follow if they are concerned that their child may be a victim or a perpetrator of bullying.
- They are made aware of the Anti Bullying preventative work a school takes e.g. Anti Bullying Ambassadors, Anti Bullying Week activities, PSHE/Assemblies about various terms of prejudice and bullying and promoting positive relationships
- They feel confident that the school/organisation will deal with the issue sensitively and effectively.
- Parents/carers are informed at an early stage when their child is a victim or perpetrator of bullying. They are invited to participate in planning and undertaking appropriate actions. This will enable them to support their child and to assist the school/other organisation where the incident has occurred, to stop the bullying.
- Parents are enabled to work in partnership with the school to reinforce the value of good behaviour at home.
- All services who work with children and young people will make available to parents their Behaviour/Anti-Bullying policy. These should appear on school web sites, information should be available in reception areas and be made available to parents as part of the induction to the school organisation. Parents should be advised of whom to contact if they are concerned that their child is being bullied or is bullying and must feel confident that this concern will be dealt with sensitively and effectively.
- Schools may hold specific sessions for parents e.g. Internet safety, including cyber bullying
- Schools should have their Behaviour/Anti-Bullying policies on their web site and hard copies available on request. Where necessary it should be made available in an adapted format for those with English as a second language, learning disability, visual problem, reading difficulties etc.
- Parents are sign posted to specialist advice e.g. SSCT, Safer Communities Team (Borough of Poole), Social Care, mental health services and Police where relevant.
- If bullying occurs in the community and cannot be linked to a specific school, the local police should be informed as this falls within the remit of anti social behaviour.
- Parents are provided with appropriate information about how to proceed if they feel their concerns regarding bullying incidents have not been dealt with effectively, e.g. school complaints processes, SEND IASS Special Educational Needs and Disability Information Advice.

- Parents are offered support where they are struggling to manage difficult behaviour in the home e.g. use of pastoral care workers, family outreach workers or Social Care where appropriate.
- Foster carers and adoptive parents will be given written advice and guidance in relation to bullying from Children's Social Care who will work with children and relevant agencies to ensure that bullying is actively discouraged and that all incidents of bullying are identified and acted upon to ensure children in care and adopted are safeguarded. Attendance at Foster Carers Forum to be provided if requested by ESA/LADO re Anti Bullying Strategy and practical implications
- Parents know where to go for general or specific advice and should be made aware of the Family Information Service and Family Information Directory as well as specific web sites and/or leaflets about bullying e.g. Kidscape Helpline, ParentlinePlus or the Anti-Bullying Alliance. (**see appendix 2**) Kidscape also provides specific advice for grandparents e.g. Grandparents Guide to Bullying and Digital Safety
- The Children and Families Act 2014 requires an LA to produce a 'Local Offer' that sets out what parents, carers and children and young people with SEND can expect in their local area, which includes measures to prevent bullying. Advice and guidance is given in Poole via schools, Early Help services, Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) and the Family Information Directory (FID)
- Raising awareness of the issues around bullying for parents can happen via parents evenings, special training sessions, mail outs/school safeguarding web page and school news letters with relevant articles and advice e.g. internet safety
- Parents will be informed of the existence of this strategy via the Parent's Voice Forum, Poole Parent/Carers' Special Needs Forum, school web sites and the Family Information Service.

Strategic Priority 5: Supporting staff with their role in Anti-Bullying

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

Key activities ensure that:

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

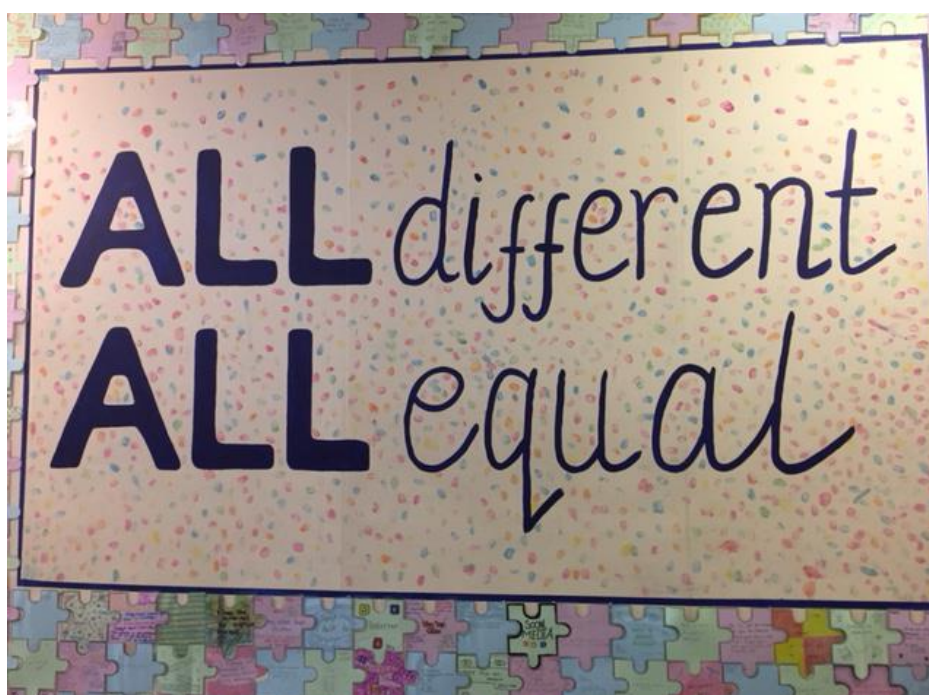
- Staff know who the 'champion' for bullying is in their school/organisation, who to go to for advice and support when dealing with behaviour issues and bullying incidents.
- The Anti Bullying Champion will work closely with the Designated Safeguarding Lead for advice and support and other relevant staff e.g. SENCO, SLT, outside organisations may also advice e.g. SSCT
- Staff are trained themselves before they can teach the children about behaviour and anti-bullying practices. The Anti Bullying Alliance offer CPD accredited online training. Modules cover themes such as 'is it bullying?', 'bullying and the law'.
- Headteachers and School Governors/Trustees will be responsible for ensuring that all of their staff are aware of Government guidance on behaviour management and tackling bullying, this strategy, the individual school Behaviour and Anti-Bullying policies and how to implement them. Anti-bullying and behaviour management should be included in staff safeguarding training on an annual basis. Other organisations will follow a comparable process.

- Specialist support and training is sought by schools/organisations regarding specific forms of bullying e.g. cyberbullying, homophobic bullying, racism, bullying relating to disability.
- All local authority staff, foster carers and residential care staff are given written advice and guidance in relation to bullying and will work with children and relevant agencies to ensure that bullying is actively discouraged and that all incidents of bullying are identified and acted upon to ensure children in care are safeguarded.
- Staff are made aware of resources on the internet which can help such as those in **Appendix 2**
- Anti bullying will be part of the Safeguarding audit and the Education Safeguarding Advisor and LADO will discuss anti-bullying on visits to schools and offer advice.
- An Anti Bullying Forum has been established for practitioners and will run on a termly basis. This will include the sharing of good practice as well as give an opportunity to focus on specific themes. Schools/organisations should give priority to encouraging their Anti Bullying Champion to attend. The Anti Bullying Strategy Group has agreed that the Education Safeguarding Advisor and LADO will prompt schools who have not attended 2 consecutive forums.

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

Key activities:

- The Poole Anti-Bullying Strategy group will review the effectiveness of the Strategy annually.
- The Strategy will be reviewed and updated every 2 years. The annual survey will inform this process.
- Views will be sought from Anti Bullying Champions who represent young people, parents/carers and staff from schools and other organisations.



Picture provided by Corfe Hills School

5. Action Plan 2018 - 2020 (Priorities 1 - 6)

Poole Children's Services Anti-Bullying Action Plan 2018 – 2020

The Action Plan is ordered under 6 priorities

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

Priority 1: Data collection				
Outcome	Action	By whom?	By when?	Resources
a) Gain a better understanding of the nature and incidence of bullying in Poole and the effectiveness of different interventions.	To undertake an annual survey of schools relating to incidents of bullying and Anti-Bullying practices	Anti-Bullying Strategy Group in partnership with schools and Poole Heads Association	To be conducted each September relating to statistics from the previous academic year	Anti-Bullying Strategy Group time Lead officer anti-bullying time Admin/research time School time
b) LA and LSCB are aware of trends in bullying incidents in schools, can compare with regional and national data, all of which will inform the yearly action plan	Information collected will be collated and analysed by the LA.	Anti-Bullying Lead to analyse and write reports in conjunction with the data team	Annual review of action plan Annual analysis and consideration of data	Officer time Admin

Priority 2: Consultation with children and young people				
Outcome	Action	By whom?	By when?	Resources
a) Schools will take account of the views of children and young people in developing their behaviour/anti-bullying policies and practice which should increase their effectiveness	Schools to devise a school survey, school council agenda or other means to consult with pupils on safety including bullying and prejudice , on an annual basis	Schools School Councils and Young People Forums	Individual schools to provide feed back to Anti-Bullying Strategy Group via the annual survey	School staff time to develop, implement and analyse consultations
b) Other organisations to take account of service user views about bullying to make services more effective	Other Children's services to consider and implement ways of collating views from service users	Children's Services partners	On-going	Officer time

Priority 3: Schools'/other organisations' work with pupils

Outcome	Action	By whom?	By when?	Resources
a) There will be priority given to anti bullying work with a co-ordinated response to both prevention of and intervention in bullying.	Each school organisation will appoint an Anti-Bullying Champion. Their name will be identified in the LSCB Compact.	Schools/other organisations	On-going	Staff time
b) Positive preventative action will reduce the amount of bullying incidents occurring and help children and young people to feel safer All schools nurture and purposefully develop a safe learning environment and anti-bullying ethos, and provide high quality curriculum delivery on bullying issues. Anti-Bullying and positive relationships will be introduced at an early age. Pupils will know who to approach if they have a concern	School has an ethos of positive relationships and respect Support the development of means in school to prevent bullying e.g. PSHE , anti-bullying week, assemblies, Anti bullying Ambassador and mentoring schemes Engage with appropriate organisations to support the school Anti Bullying agenda e.g. SSCT, Kidscape, Diverse Dorset, Space, Unicef To include Early years in appropriate training events. Staff names or pupil ambassadors are identified	Schools Other organisations Anti-Bullying lead Early Years managers Form Tutors	On-going Start of each academic year	Staff time Staff time Training budget Teacher time

Outcome	Action	By whom?	By when?	Resources
c) Improving the recording and handling of school based incidents by ensuring that incidents are referred back to the school to deal with instead of the police. The SSCT can support the school	To use the 'School Incident Procedure' (police) to enable schools, SSCT and parents to work together effectively.	SSCT and Schools.	Ongoing	Police time School Anti-Bullying Champion Other officer time
d) Schools and other organisations will have anti-bullying policies which are understood by all staff, to improve practice.	All schools to review policies annually at Governing Body/Trustees Meetings. Reviews should lead to action plans	Anti Bullying Champions SLT Governors/Trustees	On-going Annually	School time
e)To take action in order to try to prevent bullying occurring	Schools to gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring	All school staff Engage appropriate outside agencies to assist	On-going	School time

Outcome	Action	By whom?	By when?	Resources
f) Incidents of bullying where a child with SEN or a disability is the victim or perpetrator, are reduced	All schools ensure that a whole school approach is taken to deal with bullying related to SEN and disability School policies have specific reference to the needs of pupils with SEN or disabilities in relation to bullying When incidents occur, specialist advice is sought where necessary To use tools and learning from All Together United Against Bullying project Parent/carers should be involved at an early stage in order to agree on an action plan to prevent an escalation of incidents	Head Teachers SLT Anti Bullying Champion SENCO All Staff	On-going	Officer time

g)LA and schools promote the role of children and young people in Anti-Bullying work e.g. peer mentoring, buddy systems, peer mediation, running workshops for staff.	The Anti Bullying Forum and communication from LA to Anti Bullying Champions will promote good practice and training opportunities Schools should engage with well established programmes e.g. The Diana Award Ambassador scheme to train pupils as Anti Bullying Ambassadors. Tools e.g. questionnaires and learning from All Together United Against Bullying workshops to be applied	Forum and Anti Bullying Champions Pupils and school staff Anti Bullying Champions	On-going Training in 2016 & 2018, further dates booked From 2017 ongoing	Officer time Pupils time School staff time Cost of training Staff time
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Outcome	Action	By whom?	By when?	Resources
h) Young people feel safe in school and that when bullying occurs it is dealt with effectively	Clear system of sanctions in place for when bullying occurs; is applied fairly, consistently and reasonably; consideration to be given to the use of restorative justice	Schools Safe Schools and Communities Team may be involved	On-going	Officer time
i) Children are aware of help lines and services they can access for themselves	Advise young people of relevant help lines and organisations that can support them with anti-bullying issues Anti Bullying ethos should be visual in the school e.g. Anti Bullying posters, name/photo of Anti Bullying Champions and Ambassadors, helpline contact details	Schools Family Information Service Youth workers	Ongoing	Internet access Leaflets
j) Anti bullying work links to the Preventing extremism agenda in order to reduce any impact of bullying or prejudice which may contribute in any way towards vulnerability to radicalisation	Review policies and practice to ensure policy and practice is appropriate and takes account of the Prevent agenda	Prevent lead - DSL Anti bullying Champion SLT Governing body/Trustees	Annual review	School officer and Governor/Trustees time

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

Priority 4: Support for parents and carers				
Outcome	Action	By whom?	By when?	Resources
a) Information provided to parents and carers about individual school and other organisations anti-bullying policies	Individual schools and other organisations advertise their anti-bullying policies e.g. on web sites, parent's evenings, induction packs, reception areas	Schools Partners	On-going	School time and that of other partners
b) Raised awareness of parents/carers about bullying issues. Parents/carers know who to contact in school or other organisations if they are concerned about bullying	Parents Evenings, newsletters, school websites, special training sessions e.g. E-Safety Inductions Packs	Schools Safe Schools and Communities Team Lead on Anti-Bullying Strategy	On-going	Internet Leaflets Training session costs Lead Officer time
c) Parents/carers to be well informed about where to go for general or specialist advice about bullying	Advice made available e.g. Family Information Service, bullying advice websites (ParentlinePlus, Kidscape helpline or the Anti-Bullying Alliance or other specialist advice)	Schools School nursing CYPL Family Information Service Libraries	On-going	Internet Leaflets Public notice boards in schools and other organisations
d) Parents/carers are able to support their child when a bullying incident has occurred	Parents/carers are informed at an early stage that their child is a victim or perpetrator of bullying. They are invited to participate in planning and undertaking appropriate actions	Schools Other organisations where bullying has occurred	On-going	Staff and parent/carer time

Outcome	Action	By whom?	By when?	Resources
e) Improved understanding of the particular needs of children with SEN by ensuring and enabling participation of parents/carers	Schools/other organisations to ensure and enable parents/carers to be involved in specific incidents of bullying especially where a child has SEN/disability. To ensure that parents/carers views are taken account of in developing strategies for dealing with bullying especially in relation to SEN/disability	Schools Other organisations	On-going	Officer time
f) To ensure children in care and those adopted are safeguarded, that bullying is actively discouraged and that all incidents of bullying are identified and acted upon.	Foster carers and adoptive parents are given written advice and guidance in relation to bullying and will work with children and relevant agencies.	Social Care Managers	On-going	Officer time
g) Parent/carer complaints re: bullying are managed consistently and effectively by schools	Schools complaints procedures to include opportunity to raise issues about bullying. Parents to be advised that in some cases the SSCT can be involved to discuss appropriate action. Parents advised that they can contact Ofsted or the Department of Education if	Head teachers Governors/Trustees, there could be a designated Anti-Bullying/behaviour Governor/Trustee, this could be the Safeguarding Governor. SSCT	On-going	Officer and governor/trustee time

	not happy with how a school has handled a bullying complaint SEND IASS Special Educational Needs and Disability Information Advice (if a child has SEND) Police should be involved if a serious crime has or might have been committed.	SEND IASS		
h) Advice and support for parents are available regarding behaviour management	Schools and other organisations to refer or sign post parents to appropriate services e.g. Family Outreach Workers, Social Workers if meets threshold, Family Information Service, support and advice lines	All agencies working with parents and carers	Ongoing	Officer time
i) The Local Authority 'Local Offer' (Children's Act 2014) relating to children with SEND includes bullying support	SENDIASS available for advice and guidance Family Information Directory has link to Anti Bullying advice and guidance in the Local Offer	SENDIASS FID	Ongoing	Officer time
j) Foster Carers are informed about local services, information and how to support children looked after if a bullying incident occurs	Rep from Anti Bullying Strategy Group to visit or advise Foster Care group(s) about Anti Bullying Strategy and practice and circulate information	ESA/LADO Foster Carers	Summer term 2018	Officer time Foster Carers

k) The Local Authority are publishing a Local Care Leaver Offer which outlines the support and advice available to care leavers aged 16-25 years	Personal Advisors will support care leavers in accessing the help and support they need if they are being bullied	Personal Advisors	Ongoing	Officer time
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Priority 5: Support for staff in their role in anti-bullying				
Outcome	Action	By whom?	By when?	Resources
a) All school staff to be advised about prevention and intervention of bullying	Schools to provide advice to staff about anti bullying so that they are aware of available resources and specialist agencies to assist with their role in bullying All staff to be advised who the Anti-Bullying Champion is in each school/ organisation. This person should support/advise members of staff with any bullying incidents, in conjunction with the DSL, SLT etc. To hold Forums each term to share good practice and learn more about prevention and intervention of Anti-Bullying work.	Schools and other partners Lead Officer for Anti-Bullying and Anti-Bullying Strategy Group	Ongoing Each term	Officer and school time Forum costs

b) To have information available in all schools/organisations for staff	Anti Bullying Champions to disseminate information in the Poole Anti Bullying Strategy from forums and emails to all staff.	Anti-Bullying Champions	Ongoing	Officer time
	Schools who do not attend for 2 consecutive forums will be prompted to attend.	LA Safeguarding Advisor and LADO	Termly	Officer time Admin system
c) To ensure children in care are safeguarded, that bullying is actively discouraged and that all incidents of bullying are identified and acted upon.	Local Authority staff working with children looked after, foster carers and residential care staff are given written advice and guidance in relation to bullying and will work with children and relevant agencies.	Social Care Managers	Ongoing	Officer time Foster carers

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

Outcome	Action	By whom?	By when?	Resources
a) The number of bullying incidents will decrease each year.	Undertake an Annual survey. Anti-Bullying Strategy Group will report on bullying trends. The Anti-Bullying Strategy Action Plan will be reviewed annually and updated every 2 years.	Anti-Bullying Strategy Group	Bi-annually	Officer time

FIND THE STRENGTH TO UN-TAPE YOUR MOUTH



ANTI-
BULLYING

If you see or hear anything that's not right, do not hesitate to contact someone you trust.

Appendix 1 - Definitions

Types of bullying behaviour

Direct bullying takes place between the victim and the perpetrator.

Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim.

Bullying behaviour can take many forms including:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals

Categories of bullying behaviour

Bullying related to race, religion or culture

Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

The Poole schools questionnaires 2016-2017 found that racist bullying is the highest recorded category in Poole schools (See Appendix 4)

Relevant links:

Racial Bullying/Childline <https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/racial-bullying/>

Anti Bullying Alliance Countering racism, prejudice and intolerance: <https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/race-and-faith-targeted/countering-racism-prejudice-and>

Bullying related to special educational needs (SEN) or disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Bullying

involving children and young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common.

Additional forms include:

- Manipulative bullying, where the perpetrator tries to get the victim to act in a certain way – do something they should not do – when they may not be able to recognise that they should not do this
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sounds
- Conditional friendship where the victim is ‘allowed’ to be in the friendship group only on certain conditions. These are intended to get the victim into trouble or to humiliate them and may put the victim in danger
- Children with disabilities also report persistent, seemingly ‘low level’ bullying from which there is no let up. Eventually the victim ‘snaps’. This is commonly seen among children on the Autistic spectrum. They can become uncontrollably angry when this occurs
- Among children with disabilities of various kinds a hierarchy can develop based on skills. Bullying can occur within such hierarchy. For example the sighted may bully the unsighted
- There are typically high levels of bullying between children with emotional and behavioural difficulties, as well as bullying of them by other children
- Young people with disabilities report being bullied in the street, on the bus, in shops or at college.

See Anti Bullying Alliance/SEN and Disability: What does the research say?

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sen-disability/what-does-research-say>

All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and that it is specifically covered in Anti-Bullying policies. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying. Obvious signs of affluence (or lack of it), can also be exploited.

Sexual bullying

Sexist bullying refers to any bullying behaviour with a sexual element. It can be between children of any gender or sexual orientation. Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name calling, comments and overt “looks” about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti, badges and clothing, circulation of inappropriate material of a sexual nature may be used. In its most

extreme form it can lead to sexual assault or rape. Bullying uk links sexual bullying to domestic violence.

(go to www.bullying.co.uk for more information)

See Anti Bullying Alliance – [Sexual Bullying: developing effective anti-bullying practice – A guide for school staff and other professionals](#) (D of E)

Homophobic bullying

Homophobic bullying is bullying related to sexual orientation. Evidence of homophobic bullying suggests that young people who are lesbian, gay or bisexual (LGB) or perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means “coming out” to teachers and parents before they are ready to.

Prejudiced based language is unacceptable and therefore any homophobic language is unacceptable and should always be challenged.

Bullying of young carers or children in care, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult.

Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. The Carers Trust survey found 76% said they had been bullied due to their caring role (<https://carers.org/>)

Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. See the Poole Foster Carers hand-book <http://poolefostering.co.uk>

The Princess Royal Trust for Carers and the Children’s Society have both published information to help school and other staff identify and support young carers. This can be accessed via their websites e.g. ‘Supporting pupils who are young carers’ from the Children’s Society at <http://www.youngcarer.com/resources>
www.childrenssociety.org.uk/
www.carers.org/

Environmental and family influences

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence. There are clear links between bullying and domestic abuse as both involve an abuse of power by the perpetrator. Sometimes children in domestic abuse situations can model the behaviour of the perpetrator and can become bullies themselves or be bullied. Bereavement or the experience of being part of a refugee

family are other instability factors and could mean a young person is more susceptible to bullying. Siblings of vulnerable children may themselves be the subject of bullying by association.

Cyberbullying

Cyberbullying is a “method” of bullying, rather than a “type” of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc.

For more information see:

[Anti Bullying Alliance](#)

[Childline](#)

[Thinkuknow](#)

Appendix 2 – Organisations and resources supporting Anti Bullying

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

Access Dorset

Charity that aims to enhance the everyday lives of disabled people, older people, carers and other people who may benefit from support or information.

<http://accessdorset.org.uk>

ACE Education

Advice and information for parents via advice line and My Child in School advice booklets. Training for professionals.

Tel: 0300 0115 142

www.ace-ed.org.uk

Act Against Bullying

A national charity helping children who are bullied at school.

www.actagainstbullying.com/

Ambitious about Autism

A national charity dedicated to improving opportunities for people with autism.

<https://www.ambitiousaboutautism.org.uk/about-us>

Anti-Bullying Alliance (ABA)

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

www.anti-bullyingalliance.org.uk

Association for Citizenship Teaching

ACT was founded in 2001 to support the teaching of high quality Citizenship and to promote wider public understanding of the subject as well as research into the participation of young people in society.

<http://www.teachingcitizenship.org.uk/home>

A Telling Tale – Anti Bullying Workshops

Email: paul.stevens66@btinternet.com

Be Real Campaign

The Be Real Campaign is a national movement made up of individuals, schools, businesses and charities that is determined to change attitudes to body image and help all of us put health above appearance and be confident in our bodies.

<https://www.berealcampaign.co.uk/>

Better Internet for Kids

In line with the European Commission's Better Internet for Kids strategy, the key vision behind the BIK core service platform is to create a better internet for children and young people

www.betterinternetforkids.eu

BIG (Bullying Intervention Group)

BIG are a social enterprise offering the first national award for anti-bullying intervention together with and on-line resources.

www.bullyinginterventiongroup.co.uk

Bournemouth YMCA

Tel: 01202 290451

Email: enquiries@ymcabournemouth.org.uk or visit www.ymcabournemouth.org.uk

Bullying UK

Provides an advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

Changing Faces

Support group for people with facial disfigurement.

www.changingfaces.org.uk

Child Exploitation and Online Protection (CEOP) Centre

Resources have been produced by the Child Exploitation and Online Protection (CEOP) Centre to help schools to teach young people about how to stay safe online. The resources were designed by young people for young people and incorporate the latest classroom chat, lingo and music to effectively portray key messages about safety online.

www.ceop.police.uk

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

www.childline.org.uk

ChildNet International

ChildNet International provides specialist resources for young people to raise awareness of online safety and how to protect themselves.

Tel: 020 7639 6967

www.childnet.com

Children's Legal Centre

The Children's Legal Centre provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel: 08088 020 008

www.childrenslegalcentre.com

Citizens Advice Bureau

CAB provides free, confidential and independent advice, either face-to-face or through its fact sheets on its website.

Tel: 0844 245 1291

Email: advice@poolecab.co.uk

www.poolecab.co.uk

Coping with Chaos

Supporting families caring for a child/children or young person with a disability or special educational needs.

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

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-Bullying Aware is open to primary schools, secondary schools and youth organisations.

Tel: 0845 337 2987

www.diana-award.org.uk

Diverse Abilities

Dorset based charity offering a lifetime partnership of support to adults, children and the families of those with physical and learning disabilities

www.diverseabilities.org.uk

Dorset Race Equality Council

This is an independent charity that provides help and support to victims of discrimination and harassment, particularly related to race, faith or belief. The service is free and confidential.

Tel: 01202 392954

www.dorsetrec.org.uk

E Safety – ThinkuKnow training

ThinkuKnow is a very effective programme for raising awareness and schools in Poole have been actively supported and encouraged to implement these activities for children. Information provided by the Child Exploitation and Online Protection (CEOP) Centre.

<http://www.thinkuknow.co.uk>

Educational Action Challenging Homophobia (EACH)

EACH was established to challenge homophobia in education and also acts as a training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation

<https://each.education>

Education for All

This is a joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

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

Equality and Human Rights Commission

Promoting and maintaining human rights. Protecting, enforcing and promoting equality across the nine protected grounds...

www.equalityhumanrights.com

Family Lives

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

www.familylives.org.uk

Goldsmiths College

The psychology Department at goldsmiths has a research programme which covers a wide range of specialism in experimental, theoretical and applied psychology. This includes research into bullying.

<https://www.gold.ac.uk/psychology/research/>

Grandparent Guide to Bullying and Digital Safety

<https://www.kidscape.org.uk/resources/resources-for-parents-and-carers/>

Intercom Trust

Intercom Trust is an independent charity that provides support and advocacy services to lesbian, gay, bisexual and trans communities in the southwest for people who encounter homophobic crime, prejudice or discrimination. Call their confidential LGBT helpline.

Tel: 0800 612 3010

Email: helpline@intercomtrust.org.uk

www.intercomtrust.org.uk/portal.htm

Kidscape

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages, grandparents advice.

Tel: 08451 205 204

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel: 020 7561 3700

www.leaplinx.com

Let's fight it together (DVDs)

Resource produced by Childnet. Full teachers' plan and lesson plan also available.

<http://old.digizen.org/cyberbullying/film.aspx>

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

www.mencap.org.uk

Dot Com Children's Foundation

Empowering children to practice positive values and make safer choices in life

<http://dotcomcf.org/>

National Autistic Society

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel: 0808 800 4104

www.autism.org.uk

National Children's Bureau

Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel: 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes. Provide helpline services. Range of anti-bullying advice and resources.

Tel: 0808 800 5000

www.nspcc.org.uk

The Office of the Children's Commissioner

Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account.

www.childrenscommissioner.gov.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

www.ofsted.gov.uk

Poole Forum

This is a charity involving people who have learning disabilities. It has an easy read reporting form and does training on rights for learning disabled people.

Tel: 01202 746 040

Email: office@pooleforum.co.uk

www.pooleforum.co.uk

Poole Family Information Service and Family Information Directory

Provides information about anything to do with family life.

www.boroughofpoole.com/familyinformation

Tel: 01202 261999

Special Educational Needs and Disability Information Advice (SENDIASS)

SEND IASS have a specific role in providing confidential, free and impartial telephone and face-to-face support to parents and carers who have a child who has been excluded, is at risk of exclusion or has a Special Need or a disability. In particular SEND IASS provides support to parents and carers where a child or young person with special needs, additional needs or a disability finds themselves a victim of bullying in one form or another.

Tel: 01202 261933

Email: parentpartnership@poole.gov.uk

<http://archive.poole.gov.uk/education-and-learning/parental-support/poole-send-information-advice-and-support-service/>

Restorative Justice Council

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

<https://www.restorativejustice.org.uk/resources>

Rights Respecting Schools (see Unicef)**Safe Schools and Communities Team**

ssct@dorset.pnn.police.uk

Tel: 01202 222844

Samaritans

Samaritans is available 24 hours a day providing confidential emotional support.

Tel: 116 123 or 01202 558 090

Email: jo@samaritans.org

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

School's Out

Aims to support lesbian, gay, bisexual and transsexual [LGBT] staff in education and to raise the profile of LGBT people and issues.

Tel: 01273 298299

www.schools-out.org.uk

Space

Space Youth Project is a group for young Lesbian, Gay and Bisexual, Trans and questioning people under 25 based in Dorset.

<http://www.spaceyouthproject.co.uk/>

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

www.stonewall.org.uk

Unicef (The United Nations Children's Fund)

Unicef is the United Nations Program that provides long-term humanitarian aid and assistance to children in developing countries and runs the Rights Respecting Schools Programme in UK schools.

Homepage <http://www.unicef.org.uk/?gclid=CMnNnNf10LMCFanItAodM0QAfA&sissr=1>

Rights Respecting Schools Award (RRSA)

<http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award/>

Victim Support

Staff and volunteers offer free and confidential information and support for victims of crime. Victim Support operates via a network of affiliated local charities, the Witness Service and the Victim Support line, and is currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel: 08 08 16 89 111

www.victimsupport.org.uk

Young Minds

Committed to improving children's wellbeing and mental health

www.youngminds.org.uk

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17.

<https://www.gov.uk/government/organisations/youth-justice-board-for-england-and-wales>



All Together United Against Bullying Project

In April 2017 the Anti-Bullying Alliance launched their project 'All Together, United Against Bullying'. Bournemouth and Poole took part in the project, which offers schools and agencies the opportunity to become leaders in Anti Bullying practice.

An All Together School is one that has proven its activity to reduce bullying of all children.

Four workshops were held for schools and the wider workforce in Bournemouth and Poole through July and October 2017. 30 Poole schools attended over the four sessions and 21 of the schools are registered with the 'All Together' programme. 52 agencies that are based in Poole or that work across Poole and Bournemouth also attended the workshops sessions.

In Poole, 12 schools are on track to achieve Gold status and 5 schools are on track to achieve Silver status for the All Together United Against Bullying award. This is being monitored and progressed by the national leaders of this project in conjunction with the ESA/LADO.

Anti-Bullying Survey 2016/17

Commissioning and Improvement – People Services

Appendix 4



Management Information Team
December 2017

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0 Overview

A total of 28 schools (61%) out of a possible 46 schools in Poole (including independent schools) responded to the anti-bullying survey for the 2016/17 academic year which was 4 more schools than last year. 4 out of 6 maintained schools at the time submitted their survey along with 22 academies, 1 non-maintained special school and 1 independent school. The majority of submissions were by primary schools (20), followed by secondary schools (5) and special schools (3).

1 Prevalence and Categories of Bullying

Between September 2016 and July 2017 a total of 467 bullying incidents were reported in this survey, which is down from 647 incidents last year and 5 schools reported 0 bullying incidents. As with last year, the majority of incidents (325 cases) were reported by just 1 school, which operates a very rigorous recording system by including every person involved in an incidence as well as victims. This number compared to other schools will be misleading as 1 event in this particular school will create more than 1 record. However, in this particular school a reduction in bullying incidents was observed compared to the previous year.

In order to get a rough comparison to last year this particular school was removed from the data set and the number of bullying incidences per school was calculated (table below). The number of bullying incidents per school seems to have gone down and is lower than what was observed in the previous 2 surveys.

	Schools surveyed	Incidents Recorded	Bullying Incidences per School
2014/15	21	131	6.2
2015/16	23	196	8.5
2016/17	27	142	5.3

2015/16 and 2016/17 data excluding school with rigorous recording system

However, it is problematic to compare the datasets from different years as the schools, the number of schools and the pupil cohort size are all different every year. Therefore, the findings above should be treated with extreme caution as unless the same schools are compared every year this comparison is too crude to make any meaningful conclusions across the borough.

The reported bullying incidents are from primary schools (65% of all incidents), which is different from last year where the majority was reported in secondary schools. As above, in order to get a rough comparison to last year's survey the bullying incidents per school was calculated and split by phase.

The data seems to suggest that reporting of bullying incidents is decreasing in secondary and special schools but there is increase in reporting in primary schools. However, once more this conclusion needs to be treated with extreme caution as the set of schools analysed this year is different to the ones from last year.

	Primary	Secondary	Special	Total
2015/16	3.2	22.0	6.3	8.5
2016/17	4.6	12.5	0.0	5.3

Data excludes school with rigorous recording system

The table below gives details of the given categories that incidents were recorded under. No incidences were recorded this year in the category Transphobia.

Category of Bullying						
Race/Culture	Homophobia	Disability/SEN	Age	Faith/Belief	Sex	Other
21	9	5	3	2	2	425

Data includes all school

In addition to these, under the category Other the following were reported: sporting prowess, friendships, appearances, intimidation, name calling, making children feel left out and isolating child from peer group, verbal bullying, relational aggression, unpleasantness and general unkindness, hair-related incidents regarding length and colour, social / peer group, and families having issues with each other out of school.

The majority of bullying is reported in the category Other (91%), followed by Race/Culture (4.5%) and Homophobia (1.9%). 8 out of the 9 homophobic cases were reported by the same secondary school.

2 Victims reported as having Special Educational Needs and Disabilities (SEND)

A total of 59 of those who were bullied (which is 13% of the total bullying incidents) were identified as having special educational needs and disabilities (SEND), 44 were reported by the same school. 18 schools reported 0 victims of bullying identified as SEND, the remaining 9 schools' reports varied from 1-3 victims identified as SEND.

3 Bullying Themes

Overall only 1 primary school reported an increase of bullying incidents, 5 primary and 3 secondary schools on the other hand reported a decrease. Feedback from schools included:

- The vast majority of incidents remain at a low level and are resolved quickly.
- Low levels of bullying were attributed in part to having the school council deliver a behaviour-worship to all children and staff every half term. With a very strong value awards system in place children are expected to demonstrate those values all throughout the day.
- Reduction in bullying incidents seen compared to last year. The vast majority of incidents are logged as minor and very few students were logged as victims more than twice.
- The decrease in bullying levels is due to staff and parents identifying incidents early and support put in place for children so that the situation does not escalate into bullying.

- Reports of bullying tend to be between children within the same class. It is often parents who raise the concern to the class teacher and once there is awareness the situation is swiftly addressed.
- An increase in incidences with the older year groups (Year 5 / Year 6).
- Parents are still using the word 'bullying' when they are isolated incidents (despite lots of work with the children and parents about the definition of bullying).

The schools were also asked if any themes around bullying were identified over the last 2-3 years. Below is an overview of how many schools responded to each theme.

Overall Bullying		Themes				
Increase	Decrease	Cyberbullying	Homophobic	Racist/Faith/Culture	SEND	Other
1	8	12	0	3	0	3

Similar to the previous 2 years schools reported cyberbullying as the biggest change seen; nearly half of all schools (43%) observed cyberbullying as a more common issue. Feedback from the schools included:

- Despite the age restrictions, younger children appear to be accessing Instagram.
- Mostly negative and unkind comments occur on social media. This tends to be with younger students (Year 7 & 8) who post negative comments about other students.
- More incidents of cyberbullying and incidents related to social media have been reported even though students are not permitted smartphones at school or on their journeys to and from school. In consequence, all the issues that have arisen have been outside of school 'on the parental watch'.
- Increase in number of incidents which could result in cyber bullying. The increased use of social media is especially affecting the older children.
- Particular increase in e-safety issues which if not stopped early could have led to cyberbullying – although once aware in school – these have been dealt with promptly.
- Use of mobile technology, social media facilitating thoughtless and instant communication.
- Cyberbullying and use of technology to isolate pupils.
- Student safety online continues to have a high profile despite there not being an increase in recorded incidents.

In addition to cyberbullying, only Race, Faith or Culture stood out as a theme of bullying, the remainder were categorised under Other. Schools had the following feedback:

- Incidents of verbal comments with regard to colour of skin, however, there were no reports of physical abuse and no repeats by the children recorded.
- Reports of racist bullying is being addressed by working with children more explicitly on diversity and recognising we are all different and unique.
- An increase in verbal racist/culture comments although these have not amounted to bullying incidences and are one off occasions instead.
- A small increase in homophobia and a decrease in incidents involving race/culture.
- Social problems between girls and parents.
- There seems to have been a shift from physical to verbal abuse.

- There is a lack of understanding from younger children that certain terms are offensive such as calling things 'gay' with negative connotations.
- Increased level of seriousness as younger pupils become involved with groups of older pupils.
- Increased level of sexualised language and behaviour in older pupils.

In addition, schools were asked about friendship issues that were recorded in addition to incidents of bullying. A total of 701 incidents were reported, although some schools were unable to provide a number and had the following response:

- Many! (2x)
- Unable to comment as friendship issues occur on a regular basis, mainly with girls. They are dealt with and resolved as and when they occur. They are not extensive enough to be recorded. It is often the case that trained peer mediators resolve such incidents during free time such as break or lunchtime.
- 100+. Most of our behavioural log consists of one-off incidents of boys falling out over minor issues that are rapidly rectified with good pastoral work.
- Due to the complex needs of the young people there may be occasions when a friendship issue occurs. Due to the higher levels of supervision staff are able to mediate and manage these incidents sensitively and as they occur. Friendship issues are resolved informally, staff acting as facilitators to support young people and resolve any issues. This is achieved using comic strip and symbols to support young people to understand how their behaviour and actions impact on others.
- Friendship incidents are recorded by class teachers and not held centrally at this time.
- 4 or 5 low level incidents every week

4 Bullying incidents reported on school transport

2 secondary schools reported a total of 3 incidents of bullying on transport, 23 schools recorded none.

Although no bullying on transport was recorded, a special school reported that many of the young people access school transport and there have been incidents of conflict between peers that stem from the complexity of young people that access the bus. The staff at the school work closely with the passenger assistants and transport team to resolve and manage these difficulties sensitively.

A primary school reported that there are 2 families in conflict and incidents are often aggravated on journey to and from school.

5 Tackling Bullying

26 schools reported celebrating anti-bullying week in 2016, 1 independent and 1 primary school reported that they did not. Out of 28 schools only 1 independent and 1 secondary school have no plans in place to celebrate anti-bullying week in 2017. The secondary school, however, plans to incorporate themes in relevant assemblies instead.

The remaining 26 schools have made plans for their anti-bullying week in 2017 and the list below summarises all the different activities schools are organising to do:

- Odd Socks Day, to give them the opportunity to express themselves and appreciate individuality and uniqueness.
- Anti-bullying assembly, friendship assembly, singing assembly with songs from Sing Up, celebration assembly handing out certificates for acts of kindness, assembly theme 'all different, all equal' and 'being heard', assemblies where school buddies take a lead.
- Poster competition, display boards
- Kindness: school display (how many can you think of?), incentivising with wrist band award, celebrating school value.
- Virtual reality workshop on cyberbullying.
- All staff will be asked to participate in 1 activity during the week that will help put a spotlight on bullying, as well as the effects that it has on those involved. 1 piece of work from each class will be used to create a display in school.
- Children will be completing a survey, giving their views on bullying within school. The responses will be used to improve any areas that might have been highlighted by the children.
- We have run a campaign from the start of the year and have asked every student in the school what they would do to improve the school and make it a safer place. From this we have created a plan to improve the school which will be driven by the students. We now have a 'Respect Rep' from each tutor group in years 7-10 (50 in total). Their job will be to promote respect across the school throughout the year under the anti-bullying banner and to implement the development plan. We will use anti-bullying week to launch the plan and unveil the Respect Reps.
- Host anti-bullying ambassador training through the Diana Award. Schools in the surrounding area can send students to be trained as anti-bullying ambassador. It is the only event like this outside of London or Belfast at the moment.
- Parent workshops, distribution of 'Helpful Parents Guide to Bullying' to parents and informing parents what the different definitions of bullying mean in school.
- Working in mixed aged groups across the school focusing on diversity and the range of cultures and faiths within school and the local community.
- Activities which will focus on positive relationships and reporting bullying.
- Peer mediator training
- Jigsaw sessions
- We have booked the theatre company Cadboodle to run 2 performances highlighting the issues of bullying and in particular being ignored and left out – which has been flagged up in a survey of children as being a particular area of concern.
- A balloon release to symbolise letting go of your worries.
- Coffee morning selling cake and coffee for a small donation to celebrate work young people have completed throughout the week. Money received will be donated to anti-bullying charities.
- Visiting speaker, Ben Smith spoke to all children (October 2017) about the impact of bullying and how to find an outlet for such incidents. Ben ran 401 marathons in 401 days to raise the profile of anti-bullying.
- 'Be Safe, Be Smart' workshop where children will be engaged in a variety of activities pertaining to safeguarding including anti-bullying, e-safety and staying safe.

In addition, 15 schools said they would be able to submit an article to be used in the local media, 1 said possibly, 11 felt they were not able to do so and 1 did not submit an answer.

6 Preventative Work

Schools were asked what means of preventative work they engage in and when it started. A summary of their responses can be seen in the table below.

	Rights Respecting	Peer Mentoring/Buddy Scheme/Mediation	SSCT Sessions	Drama/Art	Ambassadors	Other
What means of preventative work do you engage in?	15	17	22	17	11	7
New in 2016/17	6	3	2	5	4	2
Starting Autumn term 2017	0	4	0	2	1	1

Details of work currently done in the category of other included: mindfulness, Y3/Y6 buddy system, pastoral care workers, buddy bench, play leader, pupil digital leaders, and young interpreters work for EAL students.

7 Restorative Justice Work

When asked about restorative justice work, 11 schools reported they did not involve any other agencies. The 17 schools that did often had more than 1 party involved and a summary is listed below.

Safe Schools & Community Team	Neighbourhood Policing Team	Safer Communities Team	Anti bullying lead / Safeguarding Adviser	Other
13	4	4	7	2

The safe schools and community team (SSCT) was reported to have been involved 13 times, neighbourhood policing team (NPT) 4 times, safer communities team 4 times, the anti-bullying lead/safeguarding advisor 7 times and others (which included class teacher and pastoral assistance) twice.

8 Gaining Views About Bullying

Schools were asked whether they undertook a survey or other process for gaining views about bullying in 2016/17. Most schools had a process in place in order to gain views of pupils, staff or parent/carers. 9 schools did not but mostly because this is a biannual process; only 4 of these schools had nothing planned for this academic year.

The table below gives a breakdown of responses from schools on who was targeted for these surveys or processes.

	Pupils	Staff	Parents/Carers
Schools that surveyed in 2016/17	18	6	19
Schools that plan to survey in 2017/18	15	7	13

9. Parent Concerns

Most schools (68%) felt that there were no overall themes emerging regarding parental concerns about bullying. The following areas were identified:

- Support offered to children who are struggling with friendship groups.
- Cyberbullying and advice for managing this. The school involved the SSCT who present to parents as well as the children.
- Online safety continues to be a concern and can be quite complex as and when inappropriate comments are made as it can escalate very quickly.
- Ongoing concerns about use of computers and unkind messages via mobile phones (especially 'whatsapp').
- Cyberbullying: Use of phones/online apps, children prank calling or contacting 1 another outside of school, children using apps like snap chat, live.ly, music.ly and whatsapp inappropriately and parents not being aware of their child's use of internet and phones (have had to do a lot of work on parental controls).
- Clarity of Behaviour and Anti-Bullying Policy
- Use of technology by other pupils.

General feedback was:

- Feedback rate was low therefore no themes were identified as such. The playground seemed to be the place where most incidents happen and as a result, playground buddies and sports ambassadors to assist happy playtimes were trained.
- We find that most parents have a poor grasp of how serious bullying is and tend to trivialise it by applying the term as and when their child falls out with a friend.
- Parents are mainly concerned with minor friendship issues that are not recorded as bullying incidents or the overall welfare of their child.
- Some parents were unsure if the school deals with any cases of bullying effectively. We will be highlighting over the year how we encourage and develop positive friendships and peer interactions.

10 Anti-Bullying Training Provided by Schools

20 Schools supplied details of anti-bullying training undertaken in 2016/17 details are listed below:

- Behaviour and Anti Bullying Policy
- Training playground buddies, sports ambassadors, anti-bullying ambassadors and champions.
- Drama, parent focus, SSCT and 'All Together' workshops.
- Attendance of anti-bullying conference.
- Participation in the 'Attachment Aware' programme
- Internet safety, safeguarding, self harm, mental health, CSE and 'Prevent' training
- Anti-bullying forum.
- PSHE leader run parts of the staff meeting, updating staff on anti-bullying issues.

- Celebrating Differences – Jigsaw scheme of works to include training on how to identify bullying and what to do in the event of bullying.
- Safeguarding network meetings
- Anti-bullying alliance training
- Presentation by young people from the SPACE organisation, focussing on LGBT discrimination. The young person standing in front of the staff audience describing how it felt to be discriminated against for being transgender was very well received and made a big impact in terms of heightening awareness.

11 Attendance at Anti-Bullying Forums

Schools were asked if they sent a representative to any of the anti-bullying forums either in Autumn 2016 or Spring 2017. 12 schools attended both conferences, 7 schools attended 1 of them and 9 did not go to either conference. Below is an overview of how many schools, who responded to the questionnaire, who went to each forum.

Autumn 2016	Spring 2017	Charlie Waller
16	15	7

In addition, 7 schools attended the Charlie Waller event on 27th March and the schools have used the learning from this forum as follows:

- The event was attended by a number of pastoral staff members who use the information in regular practice. Information from the event was also disseminated to other pastoral staff and to the mental health working party in school.
- School Inclusion Leader was made aware of the resources available during a safe guarding meeting and some of the material was used to help Year 6 in preparation for SATS. Follow up work this year will also include a visit from the school nurse.
- The principles discussed have been incorporated into the work of our pastoral team. This has helped to make the support available for students on a one to one and daily basis more effective.
- The introduction of the 'Learning Space' which is a supervised area for students who are not able to access lessons. This has helped to make our provision more inclusive.
- Student support officer mental health lead has been introducing the information received into her work with students, undertaken a day for staff on World Mental Health Day and placed a range of information and resources onto the school website entitled 'Positive Mental Health and Well Being Guidance' to be accessed by parents and students.
- It gave a greater understanding of the link between bullying and mental health
- The headship team have invited a representative from Charlie Waller to lead training for all school staff on emotional health and wellbeing in January 2018.
- Copies of leaflets were made and worked through with a small number of pupils.

Schools were asked which tools they find useful if they have signed up to the 'All Together United Against Bullying' project; 8 schools ticked that they have not signed up, 1 school said they plan to sign up and 16 have provided feedback which is listed below:

- Using anti-bullying champion in assemblies and activity planning.
- The online tools that will generate the action plan and provide the foundation for the work over the year as well as the results from the pupils online survey.

- Assessment tool to identify areas to develop.
- The training was useful to share ideas on how to tackle different elements of bullying.
- The online course linked specifically to SEND was especially useful.
- Restorative training.
- Plans to start using the surveys with students and forming an action team consisting of students and staff.
- Their website is brilliant; it is full of information that can be used in school.
- CPD online training.
- Audit tool.
- Wellbeing questionnaire.

12 Recording Complaints About Bullying Incidents

All schools reported that they recorded complaints about how bullying/prejudice incidents are handled. 16 schools reported that they recorded no complaints this year. A total of 19 complaints were recorded by the remaining 12 schools, 6 of these were escalated to the governors and 2 to Ofsted. This is 2 more complaints than last year and also an increase in escalations.

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Complaints	13	24	3	17	19
Escalated to Governors	6	4	0	1	6
Escalated to Ofsted	0	2	0	0	2

13 Bullying Incidents Reported to the Police

A total of 4 incidents of bullying involving pupils from the relevant schools have led to the police being contacted, 2 from the same secondary school and 2 from primary schools. 1 incident was reported by the school, 2 by the parents and 1 by other. This is down by 2 compared to 7 incidents last year.

	2013/14	2014/15	2015/16	2016/17
Incidents reported to Police	2	2	7	4

14 Examples of Good Practice Regarding Bullying

The schools were asked to provide examples of good practice in their school regarding bullying. 24 schools supplied a comment which included:

- We have held friendship group work sessions when children have experienced problems. This helps sort out disagreements early on before they get any more serious. Children are encouraged to think about others feelings and how their actions affect others.
- Pastoral care worker's hub where children can go for support, ELSA, worry boxes and Listening Ear.

- All incidents of bullying are robustly followed up by pastoral staff, restorative, justice is used wherever possible and parents are informed. All students are asked to write in their planners the name of a member of staff they would be willing to go to with an issue. There are over 100 students whose role in the school is to promote safety and respect (safeguarding and respect reps). Students are actively encouraged to report any and all incidents. There is a culture of bullying being seen as unacceptable in the school.
- All children have a sticker in the front of their literacy book as this is used every day. On this sticker the child names any member of staff they would feel comfortable talking to if they had a worry or concern.
- 1 of the school values is respect and the children are taught to show respect to others, learn how to respect themselves and show respect to the environment. All staff promote and positive attitude and lead by example.
- Bullying is treated very seriously at this school. We log any bullying incident on Integris. This tool provides us with a clear record of evidence and appropriate action. We involve parents at the earliest opportunity as we feel it is vital to engage and collaborate with parents of the perpetrator as well as the victims to eliminate any bullying incidents from reoccurring. We work closely with our pastoral care team, the anti-bullying champion, year leaders and class teachers and if necessary, involve the SSCT to provide guidance and support.
- Workshops for children, friendship week and Jigsaw topic. Joined up approach from staff, following up on Facebook posts where parents have referred to bullying.
- When incidents of bullying are reported the pastoral team act swiftly to gather as much information from both sides as possible. We will always look to restore relationships and offer mediation. However, we make it clear that bullying in any shape or form will not be tolerated. The Year 10 and 11 anti-bullying ambassadors are particularly effective in communicating this message to the younger year groups.
- MyConcern is used to report and monitor bullying incidents. Pupils are aware of PCW location and it is signposted if support is needed. Anti-bullying work is completed annually.
- The anti-bullying committee promoted a poster competition with prizes for the best design to highlight the issue of bullying. The winner has had their entry duplicated and it is now displayed around the school.
- Stonewall Champion School 2016-17 with their resources displayed and use of diversity role models group has had a huge ongoing impact on awareness of issues surrounding homophobia. Very positive comments in this regard from Ofsted December 2015 following discussions with student focus groups.
- Discussions with gay Year 10 students in June 2017 revealed a really encouraging picture of acceptance by their friends and a tolerant approach within the school generally whereby they said that they had not received bullying from any other students in the community.
- Strong e-safety emphasis both within the curriculum and through SSCT. Staff training given September 2017.
- The anti-bullying ambassadors have had a huge impact. The children know who they are and use them regularly.
- Our PSHE and speaking and listening curriculum equip young people with the skills to be able to interact appropriately, focusing on these skills allows young people to develop friendships.
- School council have anti-bullying as a standing item on their meeting agenda. All of our behaviour protocols are underpinned by restorative approaches – sanctions, communication and rewards.

- We are a level 2 rights respecting school. All staff use rights respecting language and the children are often heard using it too. We also use school councillors, helping hands (Junior school children come to the Infant school at lunchtimes), playground buddies, worry boxes, friendship stop bench and pastoral assemblies.
- A student reported an incident of online bullying whereby nasty and inappropriate comments were made to them online. The student who reported the matter was spoken to and a discussion was held in relation to what they would like to happen to resolve the matter. They requested that the other student is spoken to and that the comments stop and are removed. The perpetrator was also spoken to and they showed the comments on their device that they made, the comments online were removed by the student in presence of member of staff. Both students received an input from staff regarding online safety and appropriate use of social media and apps. A small restorative conversation was then held with both students so that they could put closure on the incident. The offending child made an apology and was embarrassed by the impact of their comments. They did not think through the process of what they were posting online and the affect that this had, they believed it was banter and genuinely were sorry for their actions. Both students left satisfied that the matter was dealt with and that it hopefully would not happen again. Parents were updated and they were very pleased with the school's actions as they were going to report the matter to the police schools team. Parents are now aware that they should contact the school first to provide an opportunity for any matter to be managed within the schools' policy first before anything is escalated to the police.
- As a first school, bullying has not been an issue so far. We are extra vigilant as a staff and any friendship concerns raised by children/staff or parents are dealt with immediately and supervision is put in place to ensure there is no escalation. Children are very confident at reporting any issues they have.
- Since April 2017 we have used MyConcern to record incidents and therefore have an overview of a pattern of behaviour and/or monitoring of incidences at a greater depth. This has therefore led to an increase in us picking up incidences which have shown a pattern of behaviours or bullying behaviours to help us recognise, report and support at the right level required. Pastoral care worker in place – Follow up sessions with pastoral care worker after an incident has been dealt with to ensure that a child is equipped with strategies. The perpetrator also receives support to understand the situation and change behaviour.
- Anti-bullying week and RJ ambassadors.
- MyConcern system centralising concerns from members of staff.
- Mediation work taking place between pupils facilitated by staff
- Kindness and caring week, reinforcement of positive behaviour and learning behaviours with associated incentives.
- Pastoral team to support both, victims and bullies, mental health and wellbeing activities.

15 Relevant School Policies

All schools have either a separate school anti-bullying policy or a behaviour policy which includes anti-bullying; 24 have a separate school anti-bullying policy, 9 a behaviour policy which includes anti-bullying and 5 schools have both. 24 schools have this information published on their website, 3 do not and 1 school did not provide information.

The table below give details of the schools' responses for when their anti-bullying policies were last updated.

Policy review timescales	Number of schools
In the past 6 months	14
In the past year	8
In the last 2 years	5

16 Staff Behaviour Guidance

The schools were asked if guidance on certain subjects were covered within their staff behaviour policies. 1 school reported having adopted the Borough of Poole's Code of Conduct Policy, 13 schools reported of having all 6 aspects included and 3 schools had none included. 1 of the schools that reported no guidance commented that whilst their Code of Conduct Policy does not directly contain guidance on the above, there are separate policies for these and members of staff are informed of these during their induction training. All members of staff also have access to these policies on the Intranet.

The table below gives details of which elements of guidance and how many schools covered them within their policies.

Guidance	Number of school
Bullying/harassment	23
Rights respecting ethos	17
Positive role modelling	23
Direct links to pupil behaviour policy	18
Treating children with respect	24
Appropriate use of language	24

17 Any Other Comments

The schools were asked if there is anything else they would like to report. The replies are listed below:

- Each class has a 'Top 5' poster on display. This lists the adults they can talk to if they need to. 'Belonging' aspiration theme at the beginning of each year which explores the themes of working together, looking after each other and making sure children understand the rules. This includes 'being kind'.
- We are very pleased with the impact of the work of our anti-bullying ambassadors in recent years and have seen the school culture become increasingly inclusive as a result.
- As a school we are working hard to make sure our pupils and parents are aware of what bullying looks like, give them the support and confidence to tell an adult or peer (ABA) if they are being bullied or see someone being bullied.
- Bullying is not an issue at our school. Young people may fall out and conflict does occur, however due to the high levels of supervision staff quickly redirect young

people to keep everyone safe. Staff will then work with young people to identify the trigger to the conflict, how they felt and how this has led to their behaviour. We also support young people to try and understand how their actions can affect other's feeling.

- With the introduction to MyConcern we are still on a journey to ensure that the whole school community (including parents) fully understands what defines a bullying incident and how MyConcern can be used to pick up on reporting patterns of behaviour.
- We are a rights respecting school. The school encourages the behaviours we want to see. During anti-bullying November 2016 (friendship week) in all year groups the children created compliments flowers. The children had to write a petal for each child giving them a compliment. These were then displayed around the school. The school also had a "throw kindness like confetti" event throughout the week where children wrote post it notes about other children that had been kind to them. These are still displayed in school.
- Unfortunately far too often parental responses often aggravate incidents that have already been resolved in school.
- We are going to be working with the Space Youth Project on an anti HBT bullying programme. Waiting to hear from them with regard to timing and plans – will be starting in January 2018.

18 Continuation of Anti-Bullying Forums

Out of 28 schools 23 would like the anti-bullying forums to continue, 1 primary school does not want them to continue and 4 schools did not provide a response. The topics that schools would like to see covered at the spring and summer term anti-bullying forums are:

- How to train peer mediators and running parent workshops.
- We have recently reviewed our vision for our school and are working on embedding this across the whole school 'Inspiring each other to learn, in the light of Christ'.
- Whilst we have no specific areas to cover at the forum, it would be helpful to us as a special school where the whole school is SEND to be able to come together with other special schools within the area to exchange ideas and resources to assist SEND students in understanding bullying/friendships and how their behaviour impacts those around them. As you know, SEND covers a vast array of students all with varying needs and abilities. We would be happy to discuss whether it is possible to look further into this.
- Relational aggression.
- Bullying and SEND
- We would be very interested to know how other schools consider the legality of bullying outside of school and their interpretation of punishment being reasonable. Case studies or a discussion of ways to approach such situations would be interesting. Additionally, strategies to deal with situations where parents are slow to accept the resolution of bullying as determined by the school. In such cases how have other schools worked with parents to improve that situation?
- Social media and cyberbullying.
- Managing parents perceptions about bullying.
- When the borough provide opportunities to be consulted about a variety of issues, including bullying accessible versions – including symbol to be created.
- Pupils being bullied by staff, staff being bullied by pupils and recording of bullying incidents.

- How other schools have used the 'All Together' materials in practical situations. Ideas and/or examples where these activities resulted in good impact.
- Racism
- Ideas for talking to teenagers about LGBT issues.
- Answers and ideas for cyberbullying when it occurs outside of school.

Anti Bullying Questionnaire 2016-2017 Summary

A total of 28 schools (61%) out of a possible 46 schools in Poole (including independent schools) responded to the anti-bullying survey for the 2016/17 academic year.

Between September 2016 and July 2017 a total of 467 bullying incidents were reported in this survey, which is down from 647 incidents last year and 5 schools reported 0 bullying incidents. As with last year, the majority of incidents (325 cases) were reported by just 1 school, which operates a very rigorous recording system.

	Schools surveyed	Incidents Recorded	Bullying Incidences per School
2014/15	21	131	6.2
2015/16	23	196	8.5
2016/17	27	142	5.3

Data excludes school with rigorous recording system

However, it is problematic to compare the datasets from different years as the schools, the number of schools and the pupil cohort size are all different every year.

	Primary	Secondary	Special	Total
2015/16	3.2	22.0	6.3	8.5
2016/17	4.6	12.5	0.0	5.3

Data shows average number per school , excluding school with rigorous recording system.

Category of Bullying						
Race/Culture	Homophobia	Disability/SEN	Age	Faith/Belief	Sex	Other
21	9	5	3	2	2	425

Victims reported as having Special Educational Needs and Disabilities (SEND)

A total of 59 of those who were bullied (which is 13% of the total bullying incidents) were identified as having special educational needs and disabilities (SEND), 44 were reported by the same school. 18 schools reported 0 victims of bullying identified as SEND, the remaining 9 schools' reports varied from 1-3 victims identified as SEND.

Bullying Themes

Overall only 1 primary school reported an increase of bullying incidents, 5 primary and 3 secondary schools on the other hand reported a decrease.

Overall Bullying		Themes				
Increase	Decrease	Cyberbullying	Homophobic	Racist/Faith/Culture	SEND	Other
1	8	12	0	3	0	3

Similar to the previous 2 years schools reported cyberbullying as the biggest change seen; nearly half of all schools (43%) observed cyberbullying as a more common issue.

In addition, schools were asked about friendship issues that were recorded in addition to incidents of bullying. A total of 701 incidents were reported, although some schools were unable to provide a number.

Bullying Incidents reported on School Transport

2 secondary schools reported a total of 3 incidents of bullying on transport, 23 schools recorded none.

Tackling Bullying

26 schools reported celebrating Anti-Bullying Week in 2016 and 26 out of 28 had plans in place for November 2017.

Preventative Work

Schools were asked what means of preventative work they engage in and when it started. A summary of their responses can be seen in the table below.

	Rights Respecting	Peer Mentoring/Buddy Scheme/Mediation	SSCT Sessions	Drama/Art	Ambassadors	Other
What means of preventative work do you engage in?	15	17	22	17	11	7
New in 2016/17	6	3	2	5	4	2
Starting Autumn term 2017	0	4	0	2	1	1

Restorative Justice Work

When asked about restorative justice work, 17 schools reported involving other agencies

Safe Schools & Community Team	Neighbourhood Policing Team	Safer Communities Team	Anti bullying lead / Safeguarding Adviser	Other
13	4	4	7	2

Gaining Views About Bullying

	Pupils	Staff	Parents/Carers
Schools that surveyed in 2016/17	18	6	19
Schools that plan to survey in 2017/18	15	7	13

Parent Concerns

Most schools (68%) felt that there were no overall themes emerging regarding parental concerns about bullying.

Anti-Bullying Training Provided by Schools

20 Schools supplied details of anti-bullying training undertaken in 2016/17.

Attendance at Anti-Bullying Forums

Autumn 2016	Spring 2017	Charlie Waller
16	15	7

In addition, 7 schools attended the Charlie Waller event on 27th March and the schools have used the learning from this forum.

20 schools stated that they have signed up for the All Together United Against Bullying project.

Recording Complaints about Bullying Incidents

All schools reported that they recorded complaints about how bullying/prejudice incidents are handled. 16 schools reported that they recorded no complaints this year.

	2012/13	2013/14	2014/15	2015/16	2016/17
Number of Complaints	13	24	3	17	19
Escalated to Governors	6	4	0	1	6
Escalated to Ofsted	0	2	0	0	2

Bullying Incidents Reported to the Police

A total of 4 incidents of bullying from schools surveyed led to the police being contacted.

	2013/14	2014/15	2015/16	2016/17
Incidents reported to Police	2	2	7	4

Examples of Good Practice Regarding Bullying

Many examples of good practice were shared (please see full report)

Relevant School Policies

24 have a separate school anti-bullying policy.

Staff Behaviour Guidance

The table below gives details of areas covered in staff behaviour guidance/code of conduct.

Guidance	Number of school
Bullying/harassment	23
Rights respecting ethos	17
Positive role modelling	23
Direct links to pupil behaviour policy	18
Treating children with respect	24
Appropriate use of language	24

Any Other Comments

8 were made (Please see full report)

Continuation of Anti-Bullying Forums

Out of 28 schools 23 would like the Anti-Bullying Forums to continue.



Artwork provided by Parkstone Grammar School

NEWS RELEASE

poole.gov.uk/news



For Immediate Release

Anti Bullying Week 13th-17th November 2017

This year's Anti-Bullying Week takes place across the country from 13 - 17 November. This year's theme of 'All different, all equal' Anti Bullying Week 2017, which is organised by the Anti-Bullying Alliance, will aim to get children, young people, parents, carers and teachers to take action against bullies individually and collectively to create a safe environment where children can thrive.

Throughout the week and beyond, schools across Poole will be getting involved in the anti-bullying campaign by putting on a host of awareness activities, competitions, workshops and assemblies. Specially-trained student Anti-Bullying Ambassadors will be on hand in several schools, allowing students to support each other should bullying occur.

Students at Victoria Education Centre will partake in lessons in which they will explore the definition of bullying, helping everyone to understand that bullying comes in many forms. Anti-Bullying ambassadors will also be present throughout the week, encouraging students to come forward with any issues with bullying that they may have.

Odd socks, which is part of the Anti Bullying Alliance Campaign, will be making an appearance at Hillbourne Primary School, Bearwood School and Ocean Academy, where students will be wearing the mismatched socks to help to talk about and celebrate difference and diversity.

Anti-Bullying Ambassadors at Parkstone Grammar School will be hosting a poster-competition, house quiz, and anti-bullying lunchtime showcase, featuring a balloon launch, cake sale and the creation of a piece of cross-year group artwork, while Broadstone Middle School will be creating a whole school pledge board, featuring pledges from every member of the school community stating why they are unique.

Founder of the 401 Challenge and motivational speaker, Ben Smith, who has overcome severe bullying within his life, spoke at Baden Powell and St Peter's School, inspiring students who will take part in anti-bullying workshops throughout the week.

Pupils of Poole Grammar School will be celebrating difference and equality with an E-Safety day, while Turlin Moor Community School have enjoyed NSPCC lead assemblies and workshops using the Speak Out Stay Safe programme.

[Find out more about Anti-Bullying Week on the Anti Bullying Alliance website](#)

Heatherlands Primary School have invited the Caboodle theatre company to perform anti-bullying themed shows for the school, and Broadstone First School will be making a visual impact by creating a 'pathway of pebbles' with each pupil decorating an individual pebble before laying them as an artistic pathway, symbolising that every student is different, yet equal.

St Edwards will be starting with the #Lifeunfiltered film, focusing on mental health and getting help. The film launch will also feature a competition to win a #Lifeunfiltered t-shirt.

Blue will be the clothing colour to celebrate Anti Bullying Week at Haymoor Junior and Ad Astra Infant Schools, and both Canford Heath Infant and Junior Schools will be making friendship flowers, friendship jigsaws and a 'throw kindness like confetti' display.

Talbot Primary School and St Aldhelm's Academy will both be creating artistic trees, promoting kindness and working together. Students at Springdale First School will all partake in a Friendship Week, with student councillors spending an afternoon at Montacute School.

Pupils at Hamworthy Park Junior School will be performing acts of kindness and will receive a wristband for all acts of kindness done, and Winchelsea School will be hosting a coffee morning and a non-uniform day on 17 November, raising money for anti-bullying charities.

Corfe Hills School, Bishop Aldhelm's Primary School and Bournemouth and Poole College will all be focusing on the week's theme; 'All different, All equal' and will each be promoting individuality, tolerance, diversity and equality.

Longspee Academy and Oakdale Junior School will both be hosting special assemblies and lessons throughout the week, themed around bullying.

Sylvan Infant School and Branksome Heath Junior School students will be defining what 'bullying' is and sharing their definition with the community. The schools will also be working together on a range of crafting, writing and roleplay sessions, all of which will be recorded and used for teaching throughout the school year.

Poole High School have been running an anti-bullying campaign throughout the year, The school is now home to 50 'Respect Reps', one from each tutor group, who work to promote respect under the anti-bullying banner. The school has also successfully applied to host Anti-Bullying Ambassador training, a regional event to be held for young people in February 2018.

[Dorset Police Safe Schools and Communities Team](#) are delivering anti-bullying education and training for students, parents and staff on an ongoing basis. The new edition of the termly Parents Online Safety Newsletter, with tips on helping you keep up to date with your child's online activity, will be released in time for anti-bullying week.

In April 2017 the Anti-Bullying Alliance launched their project 'All Together, United Against Bullying'. Bournemouth and Poole took part in the project, which offers schools and agencies the opportunity to become leaders in Anti Bullying practice. An All Together School is one that has proven its activity to reduce bullying of all children. Four workshops were held for schools and the wider workforce through July and October. 30 Poole schools attended over the four sessions and 21 of the schools are registered with the 'All Together' programme. 52 agencies that are based in Poole or that work across Poole and Bournemouth also attended the workshops sessions.

Young people in Poole can contact Number 18 via the website live chat, Facebook or by going into the centre if they want advice and support with bullying or any other issue.

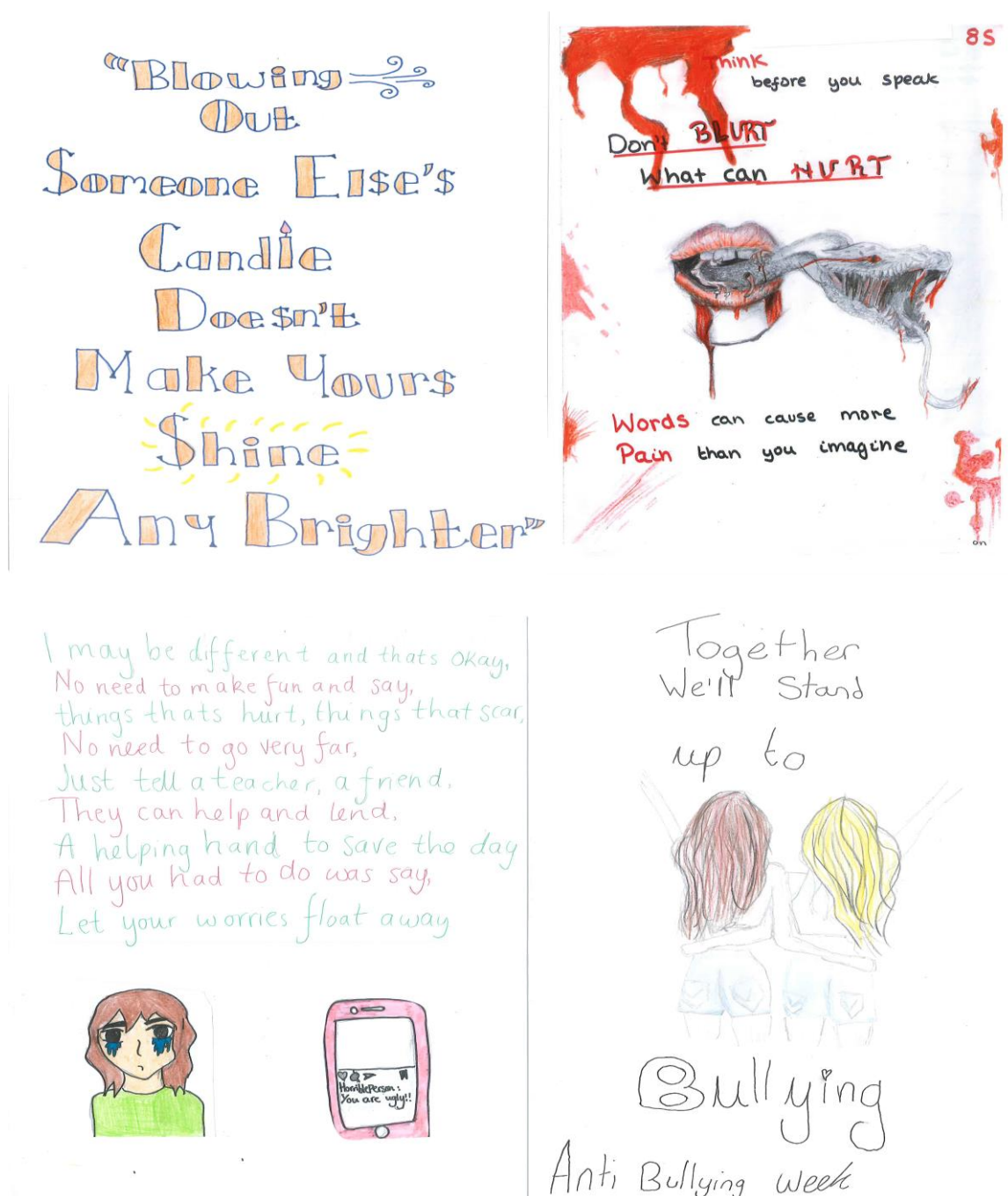
[Find out more about Young people in Poole](#)

Cllr Mike White, Cabinet Portfolio Holder for Children, Young People and Capital Projects, Borough of Poole, said: "Anti-Bullying Week helps to highlight the impact of bullying on children

and young people in schools, communities and online. We take bullying extremely seriously, and hope that the work being done in our schools and with our partner organisations will bring children and young people, teachers, parents and carers together with the aim to help stop bullying."

To find out more about all aspects of bullying, including cyberbullying and how to stay safe online, visit the [Staying Safe page](#) on the FID (Poole's online Family Information Directory).

Borough of Poole's Anti-Bullying Strategy has been developed and led by the Poole Anti-Bullying Strategy Group and informed by consultation with children and young people, parents and carers, schools and key partners.



Artwork provided by Parkstone Grammar School