Delivering on
The Children's Plan

Safe from Bullying

guidance for local authorities and other strategic leaders on reducing bullying in the community

department for
children, schools and families

Contents

Introduction

"Bullying happens everywhere- at the park, in school, lessons, on way home, on buses- it is everywhere. Happens to me every day- get called… (offensive names)."

(Male, aged 14, White British, with emotional, behavioural and learning difficulties, at a residential Special School)

Children, young people and parents say bullying is among their top concerns. Bullying can make the lives of victims a misery; it can undermine their confidence and self esteem and can destroy their sense of security.

Bullying can have a life-long negative impact.[1] It makes it difficult for children to learn and can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying[2]. At worst bullying has been a factor in suicide.[3]

Bullying does not happen only in schools. It can happen anywhere. Children who are badly bullied in school are more likely than others to be bullied both in and out of school.[4] To tackle bullying successfully, the whole community and all services for children and young people need to work together to change the culture so that bullying is unacceptable.[5]

The government has made tackling bullying a key priority. This guidance outlines what bullying might take place in the community. It is part of a suite of guidance[6] on preventing bullying outside of schools that includes guidance on tackling bullying in:

- Children's Homes
- Play and leisure
- Extended services in and around schools
- Journeys
- Further education colleges, and
- Youth activities.

1   Olweus,D. (1994) Bullying at school: Long term outcomes for victims and an effective school-based intervention program. In L.R.Huesmann (Ed.) Aggressive behaviour: Current perspectives.PP97-130 New York, Plenum Press.
2   Katz, A., Stockdale, D and Dabbous, A. (2002) Islington & You; Katz, A, (Young Voice) Buchanan, A & Bream, V.(University of Oxford, Centre for Research into Parenting and Children). (2001) Bullying in Britain: Male bullies are twice as likely to use alcohol and three times more likely to use an illegal drug 'to relieve stress' than peers,13% of bullies vs. 9% of peers said they felt pressurised into using illegal drugs.
3   Hawker, D.S.J., & Boulton, M J. (2000) Twenty years research on peer victimisation and psychological maladjustment: A Meta-analysis review of cross- sectional studies. *Journal of Child Psychology and Psychiatry.*
4   Hayden C (2008) Staying Safe and Out of Trouble: University of Portsmouth; Safe To Play (2008).
5   National Crime Prevention Strategy, Canada found that interventions were more successful when the whole community was involved. http://www.publicsafety.gc.ca/res/cp/res/bully-eng.aspx.
6   Available at: http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

Each of these guidance documents is designed to be used in conjunction with a set of training resources.

This suite of guidance builds on the existing guidance on bullying in schools: 'Safe To Learn'[7], a suite of materials which includes supplementary guidance on racist bullying, homophobic bullying, cyberbullying and bullying involving children and young people with Special Needs and disabilities, and will shortly include bullying related to gender and gender identity. Although Safe to Learn focuses on tackling bullying in school, it contains detailed information on tackling different forms of bullying, which may be useful to staff in other settings.

Who is this guidance intended for?

Local authority anti-bullying co-ordinators, multi-agency anti-bullying steering groups, Local Safeguarding Children Boards business managers and anti-bullying leads, Children's Trust anti-bullying leads, local authority safer travel teams, Community Safety Teams and Crime and Disorder Reduction partnership anti-bullying leads.

This guidance is also relevant for local authority managers involved in commissioning services for children and young people.

"Over recent years the Anti-Bullying Alliance has become increasingly aware of how bullying in the wider community impacts on the well-being of children and young people. We welcome this latest DCSF guidance with its timely reminder of how it is everyone's responsibility to help create safe environments in which children and young people can live, grow and learn."

Christopher Cloke, Chair of the Anti-Bullying Alliance

This guidance is also supported by 4Children, Action for Children, EACH (Educational Action Challenging Homophobia) and Childnet International.

7   http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/.

What is bullying?

Bullying is behaviour, usually repeated over time, that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others.

How does bullying differ from banter?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

What forms does bullying take?

Bullying includes: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; inappropriate touching; producing offensive graffiti; spreading hurtful and untruthful rumours; or always leaving someone out of groups. It is also bullying when a child or young person is pressured to act against their will by others.

Bullying can sometimes take the form of harassment. This is defined as unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Increasingly, bullying is happening through new technology. This can involve sending inappropriate or hurtful text messages, emails, instant messages, or posting malicious material online (e.g. on social networking websites), or sending or posting offensive or degrading images and videos.

'Cyberbullying', as it is often called, might take the form of 'real world' bullying being played out online. Situations may be deliberately engineered in order to photograph someone in a humiliating way and circulate this online. It can be particularly insidious, because of the potential to follow children and young people wherever they are, including in the home.

Bullies may pick on children for no apparent reason, seizing on some aspect of the victim's appearance, or personality as an excuse to bully them. This kind of 'mindless' bullying may be seen as 'harmless' fun by the perpetrators, but not by the victim.

However, bullying may also take the form of singling out children because they belong to a particular group or wear certain clothing. The following sections cover different types of prejudice-based bullying in no particular order.

Racist and religious bullying

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'[8].

No child should be made to feel inferior because of their background, culture or religion. Forms of racism which are the result of ignorance are nevertheless hurtful to the recipient and other members of that group. It is vital that all children and young people are valued and learn to respect others. Adults should make their stance on racist behaviour clear to all children so as to discourage racist behaviour and to encourage reporting if it does take place.

Under the Race Relations (Amendment) Act 2000, all public bodies have a duty to eliminate discrimination, promote equality of opportunity and promote good race relations. Tackling racist bullying is a key part of fulfilling this duty.

Sexual, sexist and transphobic bullying

Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender-linked. Transphobic bullying refers to bullying because someone is, or is thought to be, transgender.

While young people may express an acceptance of sexual, sexist or transphobic insults because they are widely used, such insults are often used to bully someone.[9] Inappropriate touching can also be a form of bullying and harassment, and may escalate into abuse. Similarly, 'jokes' about sexual assault, or rape, if unchallenged, can create an atmosphere in which this behaviour is seen as more acceptable.

Homophobic bullying

Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives when identity is being developed. What might be called banter can be deemed harassment if it is at the expense of someone's dignity and meant offensively. The term 'gay' as an insult is unacceptable and should always be challenged, as such use can create an atmosphere in which a young person feels denigrated and even hounded. The term 'gay' is sometimes used as a proxy for racist or disablist bullying because young people may believe they can get away with using these words in an abusive way, whereas racist insults would be challenged by staff.[10]

8   Bullying Around Racism, Religion and Culture: http://www.teachernet.gov.uk/docbank/index.cfm?id=10444.
9   Young Voice and Youthworks survey for BBC Panorama more than one in five said these insults were 'often' used against them and a further 14% said it happened 'all the time'. The concern is that young people may come to see it is acceptable. More than one in four thought it was acceptable.
10   Safe to Play (2008) – young people with SEN were significantly more likely than peers to say they had been called 'gay'. Survey of 4546 children in Dudley.

Adults can find homophobic bullying difficult to challenge, but some excellent resources are available[11]. If homophobia is approached as a rights issue – by arguing the case that everyone has a right to be and feel safe – young people are usually more receptive[12].

Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self harm reported.[13] Residential settings may offer opportunities for homophobic bullying not found in school settings.

Regulations made under the Equality Act 2006 outlaw discrimination on the grounds of sexual orientation in the provision of 'goods and services', including those provided by public bodies. The Employment Equality (Sexual Orientation) Regulations 2003 also place a duty on employers to protect all staff against discrimination or harassment on the grounds of their sexual orientation.

Disablist 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 – steal from a newsagent for example, 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, and some are then blamed by adults without looking at the full context behind their behaviour.

- Among children with disabilities of various kinds a hierarchy can develop based on skills. Bullying can occur within such a 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 and in shops or at college. Prejudice against them is evident in the primary years and is resistant to change in the secondary years.[14] It should be addressed as early as possible.

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11   See http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/
12   See Safe to Learn: Homophobic Bullying, Download 11: http://www.teachernet.gov.uk/docbank/index.cfm?id=11860.
13   Rivers I. (2000) Mullen 1999 Young Voice in association with Oxford University 1999
14   Safe To Play (2008).

In a recent Mencap survey, 8 out of 10 children with a learning disability had been bullied, and 6 out of 10 children said they had been physically hurt by bullying. Eight out of 10 were scared to go out because of bullying[15].

The Disability Discrimination Act 1995 makes it unlawful to discriminate against disabled persons in the provision of facilities and services.

Under the Disability Discrimination Act 2005, all public bodies have a duty to have regard to the need to eliminate discrimination and harassment on grounds of disability and promote positive attitudes towards disabled people. Tackling disablist bullying is a key part of fulfilling this duty.

15   Mencap (2007), Bullying Wrecks Lives – the experiences of children and young people with a learning disability

Bullying in out of school settings

There is a two-way flow of influences on bullying behaviour between the community and schools. Bullying in schools is often influenced by factors at home and in the community and in turn, bullying within schools can spill out on the local community. It cannot be successfully tackled in isolation.[16]

The Tellus 3 survey (2008) found that 9% of children feel 'a bit unsafe' going to or from school and 2% feel 'very unsafe'. 22% reported being bullied outside of schools or on journeys to or from schools, once or more in the last year. However, only 8% reported experiencing this once or more in the last four weeks, with only 5% experiencing bullying once or more in the last week. When asked about being hurt by other people in their local area, 19% said they felt 'a bit unsafe' in their local area while 5% felt 'very unsafe'.

An Anti-Bullying Alliance survey (of approximately 1000 pupils) on Bullying in the Community in 2007[17] found that a lot children thought bullying in schools started outside of schools, while over a third of respondents thought bullying outside of schools was more worrying than bullying in schools because 'adults were not around'.

It is clear that bullying outside school is a real issue for significant numbers of children and young people.

Bullying limits children's use of play and leisure amenities

Bullying and the fear of bullying can prevent children and young people from playing outside or moving around their neighbourhood. Some children do not play out because they are scared of being bullied[18]. In a survey by Young Voice (of approximately 2000 pupils) around a half of respondents who said they had been bullied 'a lot' said they were 'put off' going to places like youth or homework clubs, drama or music, Brownies/Scouts/guides, weekend or holiday clubs and adventure playgrounds by 'people who bully you'.[19]

In one survey, nearly half of secondary age young people who are badly bullied say they hardly ever use local parks or playgrounds. Children and young people were asked to give reasons why they did not use parks and playgrounds. Among those who reported being bullied 'a lot', 23% of primary age and 15% of secondary age said it is because 'they are scared by people who do go', whilst more than 1 in 5 primary and 1 in 10 of

16   National Crime Prevention Strategy, Canada.
17   Anti-Bullying Alliance 2007 Bullying in the community.1078 respondents.
18   Young Voice for Children's Society (2003) 'Your Space or Mine?' Ages 7-18, 2578 respondents.
19   Islington & You 2002, Young Voice. Katz, A. Stockdale, D. Dabbous, A. Ages 10-16, 2062 respondents.

secondary respondents said it was because of being 'chased away or bullied by other children'.[20]

Extended services in and around schools

Children and young people in extended services who were consulted for this guidance confirmed that bullying that can follow victims in and out of school, including to after schools clubs and areas around the periphery of schools such as the school gates. The site most commonly mentioned was in the street where children may be waiting for buses or to move onto another site. Many of the children and young people we spoke to had experienced name calling, some of which involved the use of racist or homophobic comments.

Children's Homes

Children in care are among the groups who are most vulnerable to bullying. They report twice the level of bullying than other children in primary years and four times the level in secondary years.[21] Children who are looked after and living away from home are particularly vulnerable,[22] and may face discrimination from other children at school and in the community, simply because they are looked after.[23]

In a consultation for Ofsted's Children's Rights Director[24], two thirds of children in care or living away from home said that bullying is getting worse. 14% said that they were bullied 'often or most of the time', while a further 20% were bullied sometimes.

Youth activities

Many young people look to the youth club as a refuge from bullying they are experiencing elsewhere. Some groups form in response to a particular need, such as to support newcomers, carers or a Lesbian, Gay, Bisexual and Transgender group – these groups report high levels of bullying experienced, but not necessarily within the group. Some of the young people in youth clubs consulted for the development of this guidance reported having been bullied 'a lot', although many of these said that the bullying had taken place some time ago.

Further Education Colleges

Although the majority of learners in colleges interviewed for the development of this guidance said that they felt safe at College, some reported seeing bullying. Name calling was the most common form of bullying experienced, and a few reported being called 'gay'. A number of learners described racist or homophobic comments and bullying based on religion or culture happening to someone else. Bullying was reported as taking place mainly on the journey to and from college.

Journeys

Several children consulted for this guidance said bullying occurs on buses to and from school. Many also mentioned that it happens walking to or from school. In one survey, approximately half of the respondent at secondary age said it happened 'in the street'.[25]

In Tellus 3 (2008), 22% young people reported that they felt a bit unsafe on public transport and 5% felt very unsafe.

20   Safe to Play (2008). Survey of 4546 children in Dudley.
21   Safe To Play (2008) 36% vs. 9% were bullied a lot in secondary years, 38% vs. 19% in primary years.
22   Smith, P.K. (2008) ABA Briefing Bullying Among Looked After Children.
23   Safe To Play (2008).
24   Ofsted (2008).
25   Safe to Play (2008).

Why is it important to address bullying in the community?

Every child and young person should feel safe to learn, play and socialise. Every child and young person should be able to fulfil their potential and take advantage of activities and facilities in their neighbourhood. Whether in groups, clubs or residential care, on the street, in parks or when using public transport they should feel safe from victimisation and discrimination. Their journeys to and from school should be free from fear and intimidation. No one should suffer the pain and indignity that bullying can cause.

Bullying and the wider Staying Safe Agenda

Effective anti-bullying practice gives all children and young people the assurance that they are cared for in a safe and friendly environment. It upholds their fundamental right to be safe.

If children are being bullied, the achievement of all or any of the five Every Child Matters outcomes may be seriously undermined. Tackling bullying is mentioned explicitly under two of the five Every Child Matters outcomes:

Outcome 2: Stay safe

● Aim: Children and young people need to be safe from bullying and discrimination.

Outcome 4: Make a positive contribution

● Aim: Children and young people are helped to develop positive relationships and choose not to bully or discriminate.

Bullying as a community safety issue

Bullying behaviour takes place in a range of settings where young people are cared for, taught or play, but it is prevalent in unsupervised locations. Bullying and the fear of it can limit children and young people's choices about where to go and which activities to take part in.[26]

Badly bullied young people are three times more likely than their peers to say 'I hardly ever feel safe in my neighbourhood.'[27] Being victimised restricts a group or child's use of their area's amenities, which can lead to one group gradually dominating a territory. 'Territoriality' has been identified as a source of social exclusion, and a root of gang activity. It can block access to opportunities and lead to isolation and violence.[28]

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26 Young Voice (2003) Young Barnet Connects and North London Connects for Connexions, http://www.guardian.co.uk/commentisfree/2008/oct/18/young-people-rowntree.
27 Safe To Play (2008).
28 Kintree, K. et al (2008) Young People and Territoriality in British Cities, Joseph Rowntree Foundation.

Those children who are severely bullied can suffer lasting detrimental effects,[29] and the fear of being bullied can be just as damaging as actually being bullied.[30] Some young people respond to bullying by taking risky steps to feel safe. Both bullies and victims are more likely to decide to carry a weapon in self-defence, or use alcohol or illegal drugs.[31] Studies show that young people who bully are more likely to carry weapons to school, and to be injured in a fight,[32] and that delinquent behaviour is far more common in children who bully others.[33] Research from the USA and Canada suggests that bullying reduction also reduces crime.[34]

Responsibility for tackling bullying

Local authorities have a duty to safeguard and promote the welfare of children[35]. Tackling bulling is a key part of fulfilling this duty.

The Local Safeguarding Children Board, all the relevant partners of the Children's Trust, and all organisations involved with providing services to children are required to share information and work together to safeguard and promote the welfare of children and young people who should also be consulted on issues that affect them as individuals and collectively.

Children's Trusts and their relevant partners should consider tackling bullying as part of their wider role in safeguarding children and young people.

Local area performance on tackling bullying is measured through the National Indicator (NI) set. NI 69 looks at the proportion of children who experience bullying as measured by the Tellus Survey. This measurement also underpins the Government's Public Service Agreement (PSA13) to improve the safety of children and young people.

29   Salmon, G., James, A., & Smith, D. M, (1998). Bullying in schools: self reported anxiety, depression and self esteem in secondary school children. British Medical Journal, 17, 924-925.
Katltiala-Herino, R., Rimpela, M., Marttunen, M., Rimpela, A., & Rantanan, P. (1998). Bullying, depression, suicidal ideation in Finish adolescents: school survey. British Medical Journal, 319, 348-351.
30   Hawker, D.S.J and Boulton, M.J. (2000) Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytical review of cross sectional studies. *Journal of Child Psychology and Psychiatry, 41,* 441-455.
31   Young Voice (2002) Fitting in and Fighting Back (Bullies: 31% carried a weapon 'to stay safe' vs. 24% of peers).
32   Nansel, T.R., Overpeck, M.D., Haynie, D.I., Ruan, W.J. & Scheidt, P.C. (2003 April) Relationships between bullying and violence among US youth. *Archives of Pediatric and Adolescent Medicine, 157, 348-353* quoted in Bullying Prevention Is Crime Prevention. Fox, J.A et al (2003) Fight Crime Invest in Kids. Washington DC.
33   Bullying prevention: The nature and extent of bullying in Canada. Retrieved 22.01.09.
http://www.publicsafety.gc.ca/res/cp/res/2008-bp-01-eng.aspx (almost 40% of boys who frequently bully report delinquent behaviour compared to about 5% of boys who never or infrequently bully. For girls who bully frequently, close to 31% report delinquency compared to 3% of girls who never or infrequently bully (Marcel T. Van der Wal, et al., 2003).
34   Bullying Prevention Is Crime Prevention. Fox, J.A et al (2003) Fight Crime Invest in Kids. Washington DC
Bullying prevention: The nature and extent of bullying in Canada. Retrieved 22.01.09.
http://www.publicsafety.gc.ca/res/cp/res/2008-bp-01-eng.aspx.
35   The Children Act 1989 and the Education Act 2002, Section 175.

How can bullying be stopped?

Bullying can only be stopped through a combination of **prevention** and **response**. Preventative work is ongoing and sustained. It should provide consistency and a clear framework. When an incident occurs, a response is required to deal with the bullying behaviour and support the victim. Bullying is unlikely to be prevented or reduced without following a coherent approach.

As with all steps taken to keep children safe, it is better to intervene early to prevent harm than to wait for incidents to occur. The next section of the guidance sets out the different roles local authorities and Local Safeguarding Children Boards (LSCBs) have in preventing and responding to bullying.

Role of local authorities

Local authorities, involving Children's Trusts as necessary, and anti-bullying co-ordinators, have a key role to play by putting into place a coherent strategic policy to prevent bullying. They should make this policy known to all services, including the voluntary sector and services for parents, and ensure that the effectiveness of their strategy is evaluated.

An example of how to develop a local authority anti-bullying policy can be found in the Anti Bullying Alliance Local Authorities Toolkit[36].

Local authorities should ensure that effective strategies are implemented across the community in a coherent way. The local authority has a statutory duty to produce a Sustainable Community Strategy and a Local Area Agreement (LAA), and 23 areas already have N169 in their LAA, with many others having other related targets to anti-bullying. Local authorities also have a statutory duty to involve, as appropriate, those people who are likely to be affected by, or interested in, a particular authority function. This includes involving children and young people.

Role of Local Safeguarding Children Boards (LSCB)

The Local Safeguarding Children Board (LSCB) coordinates and ensures the effectiveness of what is done by each person or body represented on the Board for the purposes of safeguarding and promoting the welfare of children in the area of the authority by which it is established.

Bullying is an area which the LSCB may either take a strategic or an operational role (see paragraphs 2.42-3.45 of *Working Together to Safeguard Children*[37]). In its strategic role, the LSCB should be responsible for ensuring that all agencies and organisations involved in this area work together. LSCBs are an important mechanism for ensuring joined-up thinking between the various anti-

36   See http://anti-bullyingalliance.org.uk/downloads/pdf/localauthtoolkit.pdf.
37   http://www.everychildmatters.gov.uk/resources-and-practice/IG00060

bullying strands of work involved. They may also draw upon national expertise and local partners to ensure that a more proactive and preventative anti-bullying role is adopted. A key partner in this area is the Anti Bullying Alliance (ABA), which has been funded by the Government to promote best practice and develop innovative and practical approaches to tackle bullying.

An LSCB could agree to take the lead within a Children's Trust's area on work to tackle bullying; the approach, outputs and outcomes may vary between LSCBs.

Policy and coordination

- Where a local authority already has an anti-bullying policy, this should include bullying outside of schools (where it does not have such a policy, it should develop one).

- The policy should set out the roles of different local partners in tackling bullying, including

how the local authority, police, schools, colleges, youth services and play and leisure providers will work together to tackle bullying which takes place in those settings, in public spaces and on journeys.[38] As such, it should be developed with the engagement of an appropriately wide range of local partners as possible as is deemed appropriate, including those on the Children's Trust.

- The policy should be reviewed regularly in consultation with children and young people in the community, and regular reports made to the Children's Trust board. Elected members of the council should be kept informed.

- Ensure that this policy and any resources are made available to all agencies and settings, including small voluntary groups and sports clubs.

- Partnership working is key. To support the implementation of the policy, the local

Typical membership of a local authority Anti-Bullying steering group might include:

- Child and Adolescent Mental Health Services

- Educational Psychology Services

- Youth Services, Youth Offending Teams, and/or Youth Inclusion and Support Panels

- Young representatives (supported by a local youth participation officer)

- Healthy Schools advisers

- School improvement partnerships

- E-safety managers

- Play Partnerships

- Connexions

- Safer Travel teams

- Neighbourhood Policing and Police partnership link officers

- Inclusion/diversity team

- Behaviour and Attendance advisers

- Parenting advisers

- Special needs and disability co-ordinators

- Local voluntary sector organisations

38   http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

authority should use its existing partnerships, or, where this is not possible, they can establish a multi-agency anti-bullying group. This could be a sub group of the LSCB, for example. Representative and umbrella bodies may be able to help with engaging local partners from non statutory settings, for example Sport England are able to help with engaging local sports clubs.

- Safer Schools Partnerships, which have a unique strength in being able to act both in schools and in the community with shared information, can play a key role in tackling bullying.

Service provision and commissioning

- Ensure that services provided by the local authority, such as Children's Homes and youth services implement the anti-bullying policy. Staff and managers in these settings should be made aware of the specific guidance for them, which is available as part of this suite of guidance.

- When commissioning services from private, or voluntary sector organisations, such as transport companies and care providers, local authorities should insist upon an adequate anti-bullying policy in line with the local authority policy. They can impose conditions which require specific responses in relation to bullying and unacceptable behaviour.

- Pledge or accreditation schemes can be valuable tools to ensure consistency and celebrate the good work of organisations that are working effectively to tackle bullying. They require settings to sign up to achieving certain measures in relation to their anti-bullying work.

Case study: County Durham anti-bullying accreditation scheme

Aim: An anti-bullying accreditation scheme

Implemented by: County Durham Anti-Bullying Service

The County Durham Anti-Bullying Accreditation Scheme was launched in 2003.

The County Durham Anti-Bullying Service (ABS) has produced a CD that contains information about the scheme and has templates for all the forms and letters required to run it. Training by ABS staff in the use of the scheme has been bought-in by other areas, including 10 local authorities in the south west of England, and eight in the north east. The scheme sets standards for anti-bullying practice. If the setting achieves these, it is awarded a bronze, silver or gold accreditation. This is regularly reviewed and settings are given support on how to progress towards the next level.

The scheme is backed by ChildLine and the NSPCC and is recognised by Healthy Schools, which is involved in the accreditation panel. Other institutions such as a youth offending institution are also becoming accredited.

For further information on the accreditation scheme visit: www.durhamlea.org.uk/abs

An example of an anti-bullying charter is given in Training resources as part of this suite of guidance.[39]

- As the Children and Young People's Plan (CYPP) is the single key local strategic plan covering all services that directly affect children and young people in the area, it should include the services that may be required locally to prevent and respond to bullying in the locality.

Communication

The local authority is in a strong position to support the work of partners, including working through the Children's Trust, to tackle bullying through communications. Coordinated communications work at a local level may be more effective than asking partners to each develop their own anti-bullying communications.

- Communicate the local authority policy and approach to all local partners who work with children.

- Provide clear information on where young people can turn for help if bullied in the community.

- Provide anti-bullying cards/webpage with information for children and young people, including a directory of useful contacts. In addition to local statutory agencies, local branches of charities such as Victim Support, Childline and NSPCC may be able to help provide information for this.

- Use public billboards, bus shelter panels and other public space including playgrounds to place posters designed by children and young people to make known their stance on tackling bullying.

- Provide parents with information about what they can do if their child is bullied. Engage local services providing advice for parents, which have a key role to play in providing support and information to parents of children involved in bullying whether as perpetrator, victim or bystanders (see Training Resources for possible sources of support for parents).

Encourage and lead activities to reduce prejudice and encourage young people's initiatives to create a cohesive community.

Case Study: Birmingham Anti-Bullying campaign

Aim: to raise awareness about bullying and communicate the city's stance against it.

Implemented by: the Anti-Bullying Alliance West Midlands with sponsorship from Vodafone and support from Birmingham crime prevention team.

A youth group designed a poster which was developed into various sized formats and placed on local trains and buses by the local authority.

Smaller versions were made available to any school or setting. Postcards were also produced with young people's designs and distributed across the city. The slogan 'Stand up, Speak up against bullying' became widely used on radio and on TV by young people.

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39   http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

Case Study: Bullying prevention with young children in Camden

Aim: to identify danger areas and hotspots with young children and to elicit their ideas on what the authority should do.

Implemented by: 4Children and Young Voice.

A series of workshops were held across the borough in parks, play centres and schools using outside spaces as well as indoor venues.

Music, drama and cartooning were used alongside interviews and groupwork.

Posters designed by the children were printed and used in bus shelters across the borough. Packs were developed for every play centre, school and children's setting. Child friendly booklets were produced. Sessions were held to train agencies, including those responsible for parks and playgrounds, safety in the neighbourhood and Children's Fund projects, in the key messages from the children about tackling bullying.

Case Study: Tackling prejudice against Travellers

Aim: reducing prejudice against Traveller communities in Suffolk.

Implemented by: Suffolk County Council (case study retrieved with permission from CohesionAction. net which is available at www.CohesionActionNet.org.uk)

The council were concerned that there were few ways in which Travellers and non-Travellers could meet and get to know each other, and there was very little trust between the communities. A short film by a Traveller and film director highlighted the exclusion felt by many Travellers in rural Suffolk.

Suffolk County Council's Diversity Manager teamed up with the film director and decided to make a longer film to raise awareness of the lives of Romany people, particularly younger people.

The director discussed how local Travellers would like to portray their views through the film on visits to the sites. Professional actors were then employed to help the Travellers tell their story. About 50 young people helped create the film.

The film, titled 'A Gypsy's wish' was shown at several meetings and conferences. At these events, two of the Travellers involved in making the film answered questions from the audience. On principle, the film was never shown without people present who could explain it fully. Nearly 500 participants (including 150 from Traveller communities) attended eight workshops.

All the feedback from the participants was positive. Some even describing life-changing experiences and described how they had gained a deeper understanding of the Traveller way of life and the stereotypes about them.

See http://www.gypsys-wish.co.uk.

Training

The effectiveness of the anti-bullying policy will depend on how well staff on the ground are trained to tackle bullying. Advice on training is available in England through the Anti-Bullying Alliance. It can also be commissioned from a number of organisations (see Training Resources for more information).

- Offer bullying prevention training to multi agency audiences including parenting advisers and key services for children, such as youth services.

- Consider whether there is a need to commission training for staff in services not funded by the local authority, such as student support services in Further Education colleges who are key in supporting young learners.

- Consider whether there are specific training needs in the local area, or in particular settings. For example, staff may feel they need particular support in learning how to address homophobic bullying, or cyberbullying.

- Training should include the ethics and protocols of youth participation and ways to include people with disabilities. Advice on ways to include those with learning difficulties is available from the Anti-Bullying Alliance website.[40]

Evaluation and Monitoring

Local authorities have access to specific data sources on bullying rates both inside and outside schools. This data can be used to effectively to help tackle bullying which occurs outside schools:

- The annual Tellus survey includes questions on safety and bullying. This should be carefully monitored by each local authority, involving the Children's Trust as necessary, in order to consider their progress and how any weaknesses in this area can be addressed.

- Many local authorities now gather their own data from a representative sample of young people –so that hot spots, and bullying trends can be monitored. Effective data collection also allows local authorities to identify and monitor responses from groups who experience higher rates of bullying.

- Different local partners, including the relevant partners of the Children's Trust, can be an important source of local data and intelligence. For example, the Safe to Learn guidance recommends that schools share data on bullying with their local authority. Transport providers should be encouraged to share data on bullying incidents on their services, so that hot spots can be addressed.[41]

- Once data has been collected and analysed, it is a crucial tool in targeting effort and resources to address the key findings which emerge from analysis. For example, focusing work in a local setting where high rates of bullying are reported, or running a campaign to address a specific kind of prejudice-based bullying where the evidence suggests this is a key issue in the area.

- Involving and consulting regularly with children and young people is the most effective way to find out if anti-bullying interventions are working. Local authorities can employ a

40   http://anti-bullyingalliance.org.uk/downloads/pdf/youngvoice_participation.pdf.pdf
41   http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

number of ways to do this, such as publicising ways in which children and young people can e-mail or text in views about bullying and working with the local young people's forum or youth parliament.

For a detailed toolkit complete with a guide to evaluating local authority anti-bullying work see the Anti-Bullying Alliance Local Authority Toolkit: http://anti-bullyingalliance.org.uk/downloads/pdf/localauthtoolkit.pdf.

Case Study: East Sussex anti-bullying team

Aim: Reducing bullying across a county.

Implemented by: East Sussex Anti-Bullying team.

East Sussex anti-bullying team provides strategic and operational support to young people, their families, carers and schools or other settings. They train staff and provide a locally produced anti-bullying toolkit. They also train peer supporters and deal with cases requiring extra support that occur in schools, other settings or on transport.

The Team sits within the Inclusion Support Services in the Children's Services Department. It currently consists of Head of Service, Senior Training Coordinator, Team Administrator/Information Officer and two Anti-Bullying Caseworkers.

The aim of the Team is to build up an individual's resilience and empower them to deal with any future bullying incidents. The Team is increasingly working with those who engage in bullying behaviour, as well as dealing with specific incidents with a whole class or school. Training is offered to practitioners and professionals.

The Team offers a package of support. This includes working with the individual child being targeted (some of whom have been out of school for a period of time due to bullying) to raise their self-esteem and confidence. If applicable a range of mediation approaches might also be offered including a support group or shared concern approach and/or a restorative practice approach if deemed useful.

Referrals come directly from young people, parents of young people who are being bullied, agencies working with them and schools. During the academic year 2006-07 the team took on 229 cases.

The number of cases that reach a successful outcome remains high. Of the total number of individuals referred to the Team in 2007-08, 85% have reached a successful outcome, where the bullying behaviour stopped within two weeks following intervention by the Anti-Bullying Caseworker, and where there was no evidence of re-victimisation within a three month period. In terms of re-victimisation, the Team is aware that 13 children and young people were re-victimised.

Specially developed responses include: transition work with vulnerable children; E-Safety and Cyberbullying resources; The Anti-Bullying Caseworker's Toolkit; Girls' Relationship resource; and a DVD resource 'All of Us' to address sexual orientation and homophobic bullying in schools.

Further information, advice and support

Action for Children:
www.Actionforchildren.org.uk.

Anti-Bullying Alliance: For resources, research and the annual anti-bullying week events: www.anti-bullyingalliance.org.uk.

Beat Bullying: For support to young people who have been bullied. www.beatbullying.org.

BECTA: For information on cyberbullying www.becta.org.uk/safeguarding.php.

Becta have also been working closely with LSCBs to develop an e-safety strategy and tackling cyberbullying is part of that strategy http://localauthorities.becta.org.uk.

Childline: Provides a free helpline for children **08001111,** and training in peer support www.childline.org.uk.

EACH (Educational Action Challenging Homophobia): Provides training for local authorities to challenge homophobic bullying: www.eachaction.org.uk. EACH also provides a national helpline for young people experiencing homophobic bullying: Tel: 0808 1000 143.

Kidscape: A charity helping to prevent bullying offers 2 leaflets 'Safety On The Bus', one for young people and one for parents www.kidscape.org.uk.

MENCAP: The Don't Stick it, Stop It! campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training/awareness purposes www.mencap.org.uk/dontstickit.

NSPCC: Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit www.nspcc.org.uk.

Stonewall: Information on tackling homophobic bullying www.stonewall.org.uk.

The Council for Disabled Children: The council is one of the forums within the National Children's Bureau. Visit www.ncb.org.uk for information on requirements on inclusion.

A more comprehensive list including ideas for training and suggestions for developing policies is available in the training resources as part of this suite of guidance[42].

42   See: http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/

Examples of local authority policy, strategy and guidance that cover bullying in the community:

East Sussex County Council
https://czone.eastsussex.gov.uk/
supportingchildren/healthwelfare/bullying/
Documents/Draft%20Anti-Bullying%20
Strategy%20March%202009.pdf

London Borough of Islington
http://www.islingtonschools.net/
DownloadableDocuments/Services/AB_
STATEMENT_OF_INTENT_02.10.07.pdf

Kent Safeguarding Board Anti-Bullying Policy 2008
http://www.kenttrustweb.org.uk/UserFiles/CW/
File/Communication/Education_Forums/Primary_
Forum/October_2008/pf_6_Oct08_KCT_Anti-
Bullying_Policy_draft_2008.doc

Leicestershire County Council has a policy on Bullying in The Community
www.beyondbullying.com/uploads/bullying-in-
our-community---upda.pdf

Solihull Anti-Bullying Policy (available on request, email: educationalpsychology@solihull.gov.uk)

Warwickshire Anti-Bullying Strategy
www.warwickshire.gov.uk/bullying

Example of a service
West Sussex Action Against Bullying is a county wide strategic partnership formed in 1999. They also run an Anti-Bullying support phone line. For a description of this service: http://www.westsussex.
gov.uk/ccm/navigation/community-and-living/
making-your-communities-safer/action-against-
bullying/;jsessionid=aTD4o_-xoQV8

Bullying as a community safety issue:
The AntiBullying Network has information on bullying as a community issue:
http://www.antibullying.net/
communitymoreinformation.htm

A Community Approach to Bullying by Peter Randall, 1996 Trentham Books.
http://www.trentham-books.co.uk/acatalog/
Trentham_Books_Community_Approach_to_
Bullying__A_97.html

The 11 Million has published A research review of interventions to prevent knife, gun crime and bullying behaviour
http://www.11million.org.uk/resource/49bjrxsp620
p5iswiod3l9p7.pdf

Victim Support research on links between victims and offending includes bullying
http://www.victimsupport.org.uk/vs_england_
wales/about_us/publications/hoodie_or_goodie/
hoodie_or_goodie_report.pdf

A Research Briefing on Bullying in the community from the Anti-Bullying Alliance:
http://www.anti-bullyingalliance.org.uk/
downloads/pdf/bullying&community_
briefing2007.pdf

Targeted resources:
Brighton and Hove: For a leaflet on safer bus journeys for young people:
http://www.brighton-hove.gov.uk/downloads/education/education_online/bulletin_attachments/2008/Better_Journeys_flyer.pdf

Some local authorities publish a calendar of dates that are relevant to preventing bullying in the community and cohesion. One such example is Ealing:
http://www.egfl.org.uk/ealing3/export/sites/egfl/main/about/dates/_docs/Bullying_Prevention_and_Community_Cohesion.doc

'Bullying prevention is crime prevention' – a report considering evidence from a range of sources: http://www.fightcrime.org/reports/BullyingReport.pdf

A further range of evidence can be found at:
http://www.fightcrime.org/issue_aftersch.php

Assessing after school programmes that promote personal and social skills:
http://www.casel.org/downloads/ASP-Exec.pdf

Awards for young people: Anti-bullying work by young people can be rewarded and publicly acknowledged http://www.diana-award.org.uk/