

February 2011



# Anti-Bullying Strategy

## 2011 to 2014



THE ROYAL BOROUGH OF  
KENSINGTON  
AND CHELSEA

## Foreword

We are delighted to present Kensington and Chelsea's Anti-Bullying Strategy. Our strategy seeks to build on the effective practice we already have in place to prevent and respond to bullying, whilst recognising that we need to work more collaboratively with others to achieve our aims.

This strategy sets out our shared vision to ensure that every child, young person and adult in the Royal Borough is treated with dignity. We believe that:

- everyone is entitled to respect and has a responsibility to respect others
- each person is unique, has a positive contribution to make with talents and strengths that should be encouraged
- we should value and be at ease with the social diversity that reflects our borough and society
- our homes, schools, workplaces, neighbourhoods, streets, recreation spaces and public transport should be free from fear, bullying and intimidation.

We will ensure that:

- 1 all children, young people, their families and other adults in Kensington and Chelsea are able to achieve their full potential in safe and healthy environments and make a positive contribution
- 2 respect for self and others is actively promoted; that resilience is developed; and that children, young people and other adults who experience bullying behaviour are consistently supported
- 3 that all forms of bullying are effectively challenged and dealt with.

Our aim is to tackle bullying in the community and work in partnership with schools and other settings to prevent and respond to incidents. We want to capture the most effective and innovative approaches, and provide information and strategies that help children and young people know what they should do, whom they should turn to and how they can help others who are being bullied.

We acknowledge that the success of our strategy will take time to impact on the lives of children and young people. We are confident that, by actively sharing and communicating our vision expressed in this document, and taking actions to embed it across all our services, we can make a substantial difference.

The strategic group will monitor the implementation of the strategy and ensure that all partners are aware of and working towards achieving our vision.

### **Councillor Elizabeth Campbell**

Cabinet Member for Education and Libraries  
Royal Borough of Kensington and Chelsea

## Priorities for this strategy from 2011 to 2014

After extensive consultation with key partners, the Anti-Bullying Strategy Group has identified five strategic priorities. These include:

1. **Involving children and young people** so they take an active role in responding positively to friendship problems and bullying behaviour in their schools and the wider community.
2. **Gathering information and managing the use of data** to further improve our understanding of bullying behaviour **within, across** and **beyond** the borough.
3. **Building successful and creative partnerships** with stakeholders in order to embed best practice and ensure better outcomes for children and young people.
4. **Embedding best practice in order to achieve better outcomes in schools and all children and young people's settings including** children's homes; Extended Services; FE colleges; Play and Leisure Services; youth activities, and to those responsible for journeys, through workforce development and the development of a common set of core skills, resources and knowledge.
5. **Monitoring and evaluating anti-bullying policies/procedures** to improve the effectiveness of anti-bullying work and improve outcomes for children and young people affected by bullying behaviour.

Each strategic priority is accompanied by a number of key activities that will provide benchmark indicators against which the success will be measured.

## **Contents**

1. Introduction
2. Defining bullying behaviour
3. Our vision
4. National context
5. Local context
6. Strategic priorities of this strategy from 2011 to 2014
  - 1 Strategic Priority One: Involving children and young people
  - 2 Strategic Priority Two: Gathering information and managing how we use it
  - 3 Strategic Priority Three: Building successful and creative partnerships
  - 4 Strategic Priority Four: Embedding best practice in schools and other settings
  - 5 Strategic Priority Five: Monitoring and evaluating anti-bullying policies and procedures
7. Appendices
  - 1 DfE publications relating to bullying behaviour
  - 2 Legal framework
  - 3 Further information for Strategic Priority 3 (mapping services)
  - 4 Various strategies to prevent and respond to bullying
  - 5 Guidance on developing and embedding policies and practice

## 1. Introduction

In 2008 the Anti-Bullying Strategy Group was set up with representatives from a range of services, including: Pupil Support Service, Education Welfare Service, Teaching and Learning Consultants, Youth Support and Development Service, Looked After Children, Out of Hours Play, primary and secondary head teachers, the Virtual School, Adolescent Services, Healthy Schools, Health, Extended Services and Community Safety.

The overall aims of the Anti-Bullying Strategy Group are to:

- develop, implement, deliver and monitor the Anti-Bullying Strategy incorporating the needs, views and perceptions of all key partners
- commission services and report on progress made to the Local Safeguarding Children Board (annually)
- work with local and national organisations (e.g. the Anti-Bullying Alliance) to drive improvements in anti-bullying policy and practice across the borough.

This strategy provides an overarching framework to ensure that bullying behaviour is tackled not only in schools, but wherever children, young people and other adults come together in the wider community.

### Working in partnership

Locally, we recognise that communicating **within, across and beyond** the borough boundaries with key partners is essential to ensure that:

- 1 good practice is captured, shared and disseminated
- 2 all work is clearly linked to and embedded within the strategy to ensure value for money and efficient services
- 3 we maximise effectiveness to enhance the overall capacity of services to deliver support to children and young people
- 4 key partners will be required to include anti bullying initiatives in their plans.

It is not intended to be a 'comprehensive' plan that tries to identify all possible issues, but should be seen as 'work in progress' within which we aim to identify and work on current priorities and encourage proactive and innovative approaches.

New priorities will be identified over time and the strategy will be updated [online](#), as issues and priorities emerge, so that we can deliver an effective programme.

We recognise there is already excellent work being done in our schools and community to address and challenge bullying. This strategy aims to build on that work and to add value to it by coordinating our efforts. Working with all our partners enables us to develop a full picture, identify gaps and take action to prevent and respond to bullying when it occurs.

## 2. Defining bullying behaviour

There are many definitions of bullying behaviour. In Kensington and Chelsea, we have adopted the Government's definition (2007) as a clear, simple statement which we feel captures the nature of the action and the negative impact of bullying.

It **IS** bullying behaviour when:

**'behaviour by an individual or group, often repeated over time, that intentionally hurts another group or person, either physically or emotionally'**

Bullying behaviours take various forms and methods. These include verbal, physical, emotional and social abuse directed at a person or group. It is often carried out by an individual and increasingly by a number of people against a victim or victims.

We say it is bullying when actions are:

- 1 **deliberately** hurtful
- 2 **intended** to intimidate, insult, frighten, harm, humiliate or exclude a person or group
- 3 **often repeated** as a behaviour towards a person or group (*though one-off incidents, such as the posting of an image or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour*)
- 4 **persistent**, undermining and causing unnecessary distress
- 5 **difficult** for those subjected to them to defend themselves
- 6 based upon an **imbalance** of power which may not always be apparent.

It is **NOT** bullying behaviour when:

**'children and young people of a similar age and size find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation.'**

**Examples include:**

- teasing and banter between friends without intention to hurt
- falling out after a quarrel
- behaviour that all parties have consented to and enjoy – **however**, this needs to be watched as **coercion** is subtle.

The experience of conflict or disagreement between friends or peers can be

upsetting for those involved, but this is not bullying behaviour. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. It is in such circumstances that a pattern of bullying behaviour can emerge, if conflict is not nipped in the bud and dealt with at an early stage.

In some circumstances, what starts off as bullying behaviour can turn into criminal behaviour. Some severe instances of bullying fall into the category of hate crimes, where prejudice against a person or group is a key factor in determining who is victimised. Schools and other organisations should contact the Community Antisocial Behaviour Action Team (CASBAT).

In extreme cases of physical and psychological assault - for example threatening behaviour; sexual, homophobic or racial harassment; criminal damage and assault; or cyber defamation - bullying behaviour becomes **criminal** and should be reported to the police by schools, parents and carers.

## Types methods and forms of bullying behaviour

<b>Methods and forms of bullying behaviour</b>	<b>Personal</b>	<b>Social</b>	<b>Criminal</b>
<b>Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, humiliate or exclude a person or group</b>	<ul style="list-style-type: none"> <li>▪ name-calling</li> <li>▪ belittling comments, jokes or verbal attacks based on appearance, disability, income, class, home situation, race, culture, religion, faith, sexuality orientation or gender (SST)</li> <li>▪ nasty teasing</li> <li>▪ hurting a person's feelings</li> <li>▪ sexual harassment</li> <li>▪ making personal threats</li> </ul>	<ul style="list-style-type: none"> <li>▪ alienating a person from their friends and social groups</li> <li>▪ damaging a reputation</li> <li>▪ excluding and not including in small or larger group activities</li> <li>▪ gossiping</li> <li>▪ ostracising</li> <li>▪ spreading rumours</li> <li>▪ using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group</li> </ul>	<ul style="list-style-type: none"> <li>▪ coercing people or daring them to do illegal acts</li> <li>▪ inciting others to do dangerous things</li> <li>▪ inciting hatred towards an individual or group based on: faith; race; sexual orientation; or towards those with special needs and disabilities (SEND)intimidating telephone calls</li> <li>▪ sexual harassment and 'sexting'</li> <li>▪ threats about damaging a person, their family, friends or property, including inflicting physical harm</li> <li>▪ taunting based on: faith; race; SEND; or sexual orientation</li> </ul>
<b>Non-verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude a person or group</b>	<ul style="list-style-type: none"> <li>▪ dirty looks</li> <li>▪ intimidation through gesture</li> <li>▪ sending written threats</li> <li>▪ hiding, stealing or damaging personal belongings</li> </ul>	<ul style="list-style-type: none"> <li>▪ shunning someone – not speaking or interacting with them</li> <li>▪ setting someone up to take the blame publicly</li> </ul>	<ul style="list-style-type: none"> <li>▪ stalking</li> <li>▪ theft</li> </ul>
<b>Physical bullying includes:</b> <ul style="list-style-type: none"> <li>▪ a direct physical attack on a person</li> <li>▪ an indirect attack on property or belongings</li> </ul>	<ul style="list-style-type: none"> <li>▪ beating</li> <li>▪ biting</li> <li>▪ choking</li> <li>▪ hitting</li> <li>▪ kicking</li> <li>▪ poking</li> <li>▪ punching</li> <li>▪ pushing</li> <li>▪ shaking</li> <li>▪ shoving</li> <li>▪ slapping</li> <li>▪ throwing</li> <li>▪ tripping</li> </ul>	Gang bullying when a child or young person is outnumbered or picked on in some of the following ways: <ul style="list-style-type: none"> <li>▪ blocking the way</li> <li>▪ being forced to do unwanted things in front of others</li> <li>▪ demanding money</li> <li>▪ having belongings stolen, destroyed and/or ridiculed</li> </ul>	<ul style="list-style-type: none"> <li>▪ extortion with threats</li> <li>▪ physical assault</li> <li>▪ sexual abuse, sexual violence</li> <li>▪ stealing</li> <li>▪ threatening with a weapon</li> <li>▪ 'happy slapping'</li> <li>▪ using a weapon to inflict harm (assault)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ urinating</li> <li>▪ spitting</li> <li>▪ groping or unwanted touching</li> </ul>	<ul style="list-style-type: none"> <li>▪ being forced to participate in embarrassing initiation rites</li> </ul> <p><b>Social</b> aspects of physical bullying include embarrassment and public humiliation.</p>	
--	---	--	--

<p><b>Technological bullying</b> The majority of verbal and non-verbal behaviours can be carried out using new forms of technology – therefore, technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out <b>anonymously</b>. It has wide reach.</p>	<p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> <li>▪ email</li> <li>▪ instant messaging</li> <li>▪ text messages</li> <li>▪ internet chat rooms</li> <li>▪ internet forums</li> <li>▪ personal websites</li> <li>▪ making malicious or prank phone calls</li> <li>▪ creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group</li> </ul>	<ul style="list-style-type: none"> <li>▪ taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others</li> <li>▪ setting up or contributing to online forums or websites, where users post malicious comments about a person or group</li> </ul>	<ul style="list-style-type: none"> <li>▪ using any of these technological methods to threaten, intimidate or harass an individual or group</li> </ul> <p>flash mobbing at a designated place with malicious intent is a criminal offence</p>
--	--	--	--

‘Safe to Learn,’ and the suite of guidance from the DfE, make it clear that bullying behaviours are not tolerated in any form. The Coalition Government has given head teachers and schools more powers to intervene in serious bullying cases.

Anyone can be a target of bullying and we recognise that bullying behaviour does not just happen between children and young people. Sometimes young people report that they are bullied by an adult (this could include a parent of a student, or staff using inappropriate strategies to manage behaviour) in school.

In some cases teachers have reported being bullied, especially cyberbullied, by young people, and staff and also complain of being bullied by senior and other members of staff. These concerns must be addressed appropriately and we must not be indifferent to bullying in any form. It must be dealt with and people should be signposted and referred to agencies that can help.

While we are concerned about all forms of bullying, the primary focus in this phase of the strategy is to address bullying that affects children and young people in all settings.

### 3. Our vision

To keep children and young people safe, we must ensure that safeguarding children and young people is **everybody's business**. We strongly believe that every child and young person in the Royal Borough of Kensington and Chelsea should grow up free from bullying, harassment and discrimination.

It is vital that everyone concerned with children and young people is equipped and resourced to prevent and respond effectively to incidents of bullying behaviour.

To achieve our vision, we are aiming to:

1. raise awareness about bullying, its effects on children and young people and strategies to prevent and respond to it
2. share information and data sets to enable us to reduce the incidence of bullying and increase confidence in addressing, reporting and recording
3. have a comprehensive, coordinated approach to anti-bullying across the borough
4. ensure provision of information, training and support to those working with children and young people
5. provide information so that children, young people and their parents and carers, know where to get help, what to do and how to support others being bullied
6. support organisations working with children and young people to promote positive and safe environments and to have effective policies and practices to prevent and respond to all types and methods of bullying
7. build the capacity, **resilience** and **skills** in children and young people, parents and carers to prevent, and deal with, bullying behaviour.

The delivery of our vision and the strategic priorities outlined within this document will only be achieved through working together with key partners **within, across and beyond** the borough.

## 4. National context

At the time of writing this document, domestic violence and bullying have been identified by the Children's Commissioner and the NSPCC as the two top concerns of children and young people. There is increasing concern about gang cultures and feuds invading and affecting behaviours in school and youth settings, as there is about the abuse and increased sexual bullying of girls.

The Government has made tackling bullying behaviour in schools and the community a key priority. To aid this, the Department for Education has published comprehensive guidance for local authorities, schools, children's homes, FE colleges, Youth Services and others in tackling bullying. They are also committed to eradicating homophobic bullying.

Children and young people are affected by their home circumstances and there may be connections between children and young people who bully and domestic violence. The experience of domestic violence can increase the risk of being a bully and a victim.

**Local authorities take a lead role in promoting the well-being of children, young people and families. In addition, schools have a duty to promote equality of opportunity and good relations between people of different groups (social harmony), particularly through the social harmony agenda. Schools also have a number of legal responsibilities to monitor equality and discrimination, and good practice is to record all types and methods of bullying.**

Many recent initiatives have supported developments within the curriculum to prevent bullying including the National Strategies programme for Behaviour and Attendance; Social and Emotional Aspects of Learning (SEAL) and Citizenship; and the enhanced National Healthy Schools Programme (NHSP). It is widely recognised that effective teaching leads to improved behaviour and less disruption.

We also are keen to ensure that our work links clearly to the key national initiatives and priorities adopted by the Royal Borough of Kensington and Chelsea.

The Anti-Bullying Alliance has campaigned for and raised the profile of bullying and the effect it has on children and young people's emotional health and well-being, life chances and achievement. It also provides strategic guidance to local authorities and supports the coordination of National Anti-Bullying Week.

## 5. Local context

There is no evidence to suggest that children and young people in the Royal Borough are at greater risk of being bullied than children in other local authorities in England. However, we are committed to taking the issue of bullying behaviour seriously and to ensuring the continued deployment of resources and support where they are needed.

We know from our recent online school audit that work to prevent and respond to bullying behaviour is on the agenda for all of our schools. This audit will be revised and will take place annually, helping us to monitor and evaluate the effectiveness and impact of aspects of this strategy.

However, there is still much work to be done to address both the causes and consequences of bullying in and out of school, and in the community.

Kensington and Chelsea cannot work in isolation and needs strong partnerships with neighbouring authorities.

A significant proportion of secondary pupils resident in Kensington and Chelsea travel to attend school in other authorities. Significant numbers of residents of other authorities are also educated in Kensington and Chelsea. Approximately a quarter of primary pupils and two-thirds of secondary pupils are residents of neighbouring authorities.

This movement of children and young people between boroughs, whilst not unique to Kensington and Chelsea, does pose a number of challenges where a child may be vulnerable to bullying behaviour - for example, on journeys to and from school. It requires us to have strong partnerships not only within Kensington and Chelsea, but also with key partners from neighbouring boroughs. By sharing information, we can ensure a coordinated and cohesive approach to preventing and addressing bullying behaviour, intimidation and harassment.

The strategy is also linked to a range of existing Kensington and Chelsea policies, specifically inclusion and equalities agendas, including:

- 1 Children and Young People's Plan
- 2 LSCB E-Safety Strategy
  - <http://www.londonscb.gov.uk/procedures/> Section 5.7
  - Threshold June 2009 document
- 3 Crime and Disorder Reduction Strategy
- 4 Annual Performance Assessment
- 5 Equalities Plan.

## 6. Priorities for this strategy from 2011 to 2014

After extensive consultation with key partners, the Anti-Bullying Strategy Group has identified five strategic priorities that underpin this Strategy. These include:

- 1 **Involving children and young people** so they take an active role in responding positively to friendship problems and bullying behaviour in their schools and the wider community.
- 2 **Gathering information and managing the use of data** to further improve our understanding of bullying behaviour **within, across** and **beyond** the borough.
- 3 **Building successful and creative partnerships** with stakeholders in order to embed best practice and ensure better outcomes for children and young people.
- 4 **Embedding best practice in order to achieve better outcomes in schools and all children and young people's settings including** children's homes; Extended Services; FE colleges; Play and Leisure Services; youth activities, and to those responsible for journeys, through workforce development and the development of a common set of core skills, resources and knowledge.
- 5 **Monitoring and evaluating anti-bullying policies/procedures** to improve the effectiveness of anti-bullying work and improve outcomes for children young people affected by bullying behaviour.

Each strategic priority is accompanied by a number of key activities that will provide benchmark indicators against which the success will be measured.

**Strategic Priority One:** Involving children and young people so they continue to take an active role in responding positively to friendship problems and bullying behaviour in their schools and the wider community.

Children and young people, both nationally and locally, are playing an instrumental role in shaping the anti-bullying agenda. It is therefore our collective responsibility to ensure that all children and young people are given the opportunity and encouragement to have their voices heard on matters that directly affect them.

The Anti-Bullying Strategy Group will take the lead in creating a culture of participation and engagement. This will ensure that it becomes the norm for children and young people's opinions to be incorporated into the decision making process in relation to bullying behaviour.

This strategy will be reviewed annually, taking into account the views of children and young people, along with results of all surveys and questionnaires delivered across the borough.

Equally, children and young people also have an important role to play in preventing bullying behaviour. We will support schools and other organisations to mobilise and help **bystanders** to become part of the solution; to prevent bullying and to seek help when it is not safe for them to intervene.

We will also identify the range of strategies available and support organisations to embed these and the skills to support well-being. These include peer support activities e.g. playground buddies, peer listeners and peer mediation; restorative approaches; and assertiveness skills, such as fogging, solution-focused communication and conflict resolution. We will:

1. Work with key partners to provide opportunities to promote the participation of children and young people in all aspects of anti-bullying work at local, regional and national levels.
2. Work with children and young people's settings and services to encourage and ensure that children and young people have the opportunity to participate in anti-bullying strategy and policy development. It's imperative that their voices are heard through structures such as the Youth Forum and the Children's Forum, school councils or anti-bullying working parties.
3. Ensure that all children and young people's settings and services recognise the importance of actively involving children and young people in finding solutions and supporting each other when bullying behaviour occurs.
4. Encourage children and young people to act as ambassadors to promote the work undertaken as part of the implementation of the Anti-Bullying Strategy (e.g. Diana award holders; cyber mentors; Stonewall Champions).

**Strategic Priority Two:** Gathering and sharing information, and managing the use of **data** to further improve our understanding of bullying behaviour **within, across** and **beyond** Kensington and Chelsea.

It is vital that data is regularly collected and shared to inform the ongoing development of anti-bullying work within Kensington and Chelsea, and to ensure that the responses to concerns and issues are appropriate and targeted.

Currently, we have few baseline measures or statistics to guide our work. We must strive to:

- gather accurate information on the prevalence of different types of bullying
- establish baseline information on bullying behaviour
- monitor and respond to cross-area trends
- provide support and challenge to individual schools on their anti-bullying policy and practices where required.

We will work with all settings to produce a framework to draw on existing tools in order to gather reliable information. This will be viewed with other available information e.g. data on exclusions, mid-transfer requests between schools, complaints received by the local authority where bullying is cited as the main reason for the exclusion, transfer request or complaint.

We will encourage maintained schools and short-stay schools to:

1. ensure bullying behaviour is picked up quickly and dealt with effectively, and that children and young people who are bullied are supported and kept safe
2. review the effectiveness of their anti-bullying policies
3. keep parents better informed on how bullying incidents are dealt with.

We will:

1. collect and analyse information from key partners to develop 'baseline measures' that will enable each setting to measure itself against a broader, borough-wide context
2. work with all our key partners to further develop existing protocols for sharing data related to bullying behaviour
3. examine ways to share information and data on bullying trends with all key partners including children, young people, parents and carers using a range of accessible formats such as newsletters, online and press releases
4. identify existing systems for recording and monitoring incidents of bullying behaviour in schools and children and young people settings and services, so that best practice can be shared locally.

**Strategic Priority Three:** Building successful and creative partnerships within, across and beyond the borough to ensure better outcomes for children and young people.

A key aspect of this strategy is to develop true partnership working to ensure bullying is addressed at all levels and within all partnerships, both across and beyond the borough. This will:

- 1 ensure closer working relationship with colleagues to share information and support each other's work where there are shared goals
- 2 strengthen multi-agency working, ensuring better outcomes for children, young people and their families affected by bullying behaviour
- 3 through a mapping exercise, identify existing provision and close gaps between existing support services to avoid duplication of effort.

We will continue to build strong partnerships with individuals and organisations. Though the list is not exhaustive, these will include:

- 1 children and young people
- 2 parents and carers
- 3 key partners across our Children's Services Department
- 4 children's homes
- 5 virtual schools for Looked After Children
- 6 schools and colleges
- 7 the voluntary sector
- 8 local transport operators
- 9 Diocesan Advisers in Catholic and Anglican Voluntary Aided Schools
- 10 Children and Adolescent Mental Health Services
- 11 NHS Kensington and Chelsea
- 12 Safer Communities Partnership
- 13 Metropolitan Police
- 14 Youth Support Development Services
- 15 Extended Services
- 16 Behaviour and Attendance colleagues
- 17 Education Welfare Services
- 18 The Think Family Strategy Group

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. We, and our key partners, need to work more closely with parents and carers to raise their awareness and understanding of issues related to bullying behaviour, enabling them to successfully support their child.

**We will:**

- 1 support key partners to work collaboratively to develop a range of anti-bullying initiatives, drawing on evidence-based practice locally, regionally and nationally
- 2 undertake a mapping exercise to identify best practice locally, identifying an

area of work based upon local needs and priorities which links to the strategic priorities of the Anti-Bullying Strategy

- 3 work collaboratively with those in the voluntary sector to provide support to children, young people and their families from ethnic minorities who experience racist bullying in schools and the wider community
- 4 work with a range of partners to help parents and carers to use effective anti-bullying strategies to support their children (see Appendix).

**Strategic Priority Four:** Embedding best practice in schools and other settings through workforce development and the development of a common set of core skills, resources and knowledge to prevent and respond to incidents of bullying behaviour.

### ***Examples of good practice***

All key partners working with children and young people have a responsibility to ensure that bullying behaviour is dealt with promptly and effectively. It is essential that all key partners feel confident and supported in dealing with bullying behaviour if progress is to be made in reducing the overall level of bullying behaviour in the borough.

Central to this is a commitment to provide training opportunities to key partners on a range of prevention and intervention anti-bullying strategies, as well as opportunities to build on and share best practice e.g. restorative approaches/restorative justice.

A coordinated approach to address training needs, through a central training hub, will ensure consistency across and between neighbouring boroughs and avoid duplication. It will also ensure that children and young people receive more timely and appropriate support to deal with low level bullying behaviour before it escalates into more serious patterns of harassment and harm.

### **We will:**

- 1 undertake a training needs analysis across the borough and explore the development of a 'training hub' to act as a central access and resource point for all key partners, including parents/carers and children and young people
- 2 ensure that children and young people's settings and services embed a menu of anti-bullying strategies that are aimed at preventing bullying behaviour and promote early intervention (if children and young people are already being bullied), including peer support activities
- 3 support schools and other agencies to provide in-service training for staff e.g. on preventing bullying behaviour, dealing with bullying when it occurs and on issues such as e-safety and cyberbullying
- 4 provide opportunities for multi-agency training events on tackling bullying with intervention strategies as a key area of work

- 5 enable local multi-agency staff to share good practice in local training events
- 6 equip and encourage schools to hold information sessions for parents and carers on all types of bullying, including sexual and cyberbullying
- 7 carry out an annual audit each year to identify and share best practice across the borough.

**Key Priority Five:** Monitoring and evaluating anti-bullying policies and procedures to improve the effectiveness of anti-bullying work, and improve outcomes for children and young people affected by bullying behaviour.

The Anti-Bullying Strategy Group will continue to meet regularly to liaise with those services that collect and collate data. This will enable the group to monitor and evaluate the impact of the strategy, and report to the Local Safeguarding Children Board.

**We will:**

1. ensure that monitoring and evaluation processes are firmly embedded into all anti-bullying practice to demonstrate the impact and effectiveness of this work
2. encourage and support key partners and all children and young people's settings and services to regularly monitor and evaluate their existing anti-bullying policies and procedures using Kensington and Chelsea's online anti-bullying audit tool
3. provide regular feedback to children, young people, parents and carers on the progress of this strategy

## Appendix **one**

### Department for Education publications relating to bullying

**'Safe to Learn – Embedding Anti-Bullying Work in Schools'** can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/SAFE%20TO%20LEARN.pdf>

**'Safe to Learn – Embedding Anti-Bullying Work in Schools- Cyberbullying'** can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/CYBERBULLYING.pdf>

**'Cyberbullying Guidance – Summary Leaflet'** can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/Cyberbullying-leaflet.pdf>

**'Safe to Learn – Embedding Anti-Bullying Work in School Preventing and Responding to Homophobic Bullying in Schools'** can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/HOMOPHOBIC%20BULLYING.pdf>

**Safe to Learn:** *Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying.*  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01136-2009&>

**'Bullying – A Charter for Action'** can be downloaded from <http://publications.teachernet.gov.uk/eOrderingDownload/Bullying%20-%20A%20Charter%20for%20Action.pdf>

**'Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community'**  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00451-2009>

**Safe from Bullying on Journeys**  
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCS00444-2009>

**Safe from Bullying in FE Colleges**  
[www.education.gov.uk/publications/standard/.../DCSF-00445-2009](http://www.education.gov.uk/publications/standard/.../DCSF-00445-2009)

**Safe from Bullying in Extended Services in and around Schools**  
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00446-2009>

**Safe from Bullying in Children's Homes**  
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00447-2009>

**Safe from Bullying in Youth Activities**  
<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00448-2009>

Safe from Bullying in Play and Leisure Provision

<http://www.education.gov.uk/publications/standard/publicationdetail/page1/DCSF-00450-2009>

## **National Strategies: Social and Emotional Aspects of Learning (SEAL)**

'Say No to Bullying' Purple Set Staff Guidance (Excellent for staff meetings)

[www.nationalstrategies.standards.dcsf.gov.uk/node/66115?uc=force\\_uj](http://www.nationalstrategies.standards.dcsf.gov.uk/node/66115?uc=force_uj)

Guidance for families (Gold Set)

[www.nationalstrategies.standards.dcsf.gov.uk/node/279255](http://www.nationalstrategies.standards.dcsf.gov.uk/node/279255)

Anti-Bullying themes in Primary SEAL for Years 1 to 6 can be downloaded from

Y1 to 2: blue set

[http://nationalstrategies.standards.dcsf.gov.uk/node/66011?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/66011?uc=force_uj)

Y2 to 4: yellow set

<http://nationalstrategies.standards.dcsf.gov.uk/node/65709>

<http://nationalstrategies.standards.dcsf.gov.uk/node/66124>

Y5 to 6: green set

[http://nationalstrategies.standards.dcsf.gov.uk/node/65741?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/65741?uc=force_uj)

Secondary Seal Anti-Bullying Theme can be downloaded from

[http://nationalstrategies.standards.dcsf.gov.uk/node/65901?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/65901?uc=force_uj)

Secondary SEAL resource Sheets for Anti-Bullying can be downloaded from

<http://nationalstrategies.standards.dcsf.gov.uk/node/66375>

## **Anti-Bullying Alliance Publications**

Can be downloaded from the Tools for Schools website

<http://www.abatoolsforschools.org.uk/default.aspx>

Tackling Bullying in Schools: A Governors Guide

<http://www.abatoolsforschools.org.uk/PDF/aba-tbis.pdf>

**Tackling Bullying in Schools: A mapping of approaches**

[http://www.antibullyingalliance.org.uk/pdf/aba\\_tackling\\_bullying\\_in\\_schools2.pdf](http://www.antibullyingalliance.org.uk/pdf/aba_tackling_bullying_in_schools2.pdf)

## Appendix **two**

### Legal framework

#### **Equality Act 2006**

This Act makes it illegal to discriminate against somebody because of their disability, sexuality, religion or belief. The Act includes a positive duty to promote gender equality (expected to start from April 2007).

#### **The Education and Inspections Act 2006 (EIA 2006)**

The Act gives powers to head teachers 'to such an extent that is reasonable' to regulate the conduct of pupils when they are off-site. It also defines some legal powers which relate more directly to cyberbullying and provides a defence for school staff for confiscating items such as mobiles phones from pupils.

#### **Sex Discrimination Act (2005)**

The Act (which applies to women and men of any age, including children) makes it illegal to discriminate against somebody because of their sex. For example: employers, educators and people who sell or provide goods, facilities and services, or who manage premises, must treat men and women equally. They cannot harass somebody sexually.

#### **The Disability Discrimination Act 2005 – Section 3**

The Act means local authorities must:

- 1 promote equal opportunities for people with disabilities
- 2 prevent people with disabilities from being discriminated against
- 3 promote positive attitudes towards people with disabilities
- 4 encourage participation.

#### **Ofsted Self-evaluation Form 2005**

Schools need to assess and report on the extent to which students feel safe from bullying and discrimination, adopt safe practices, and encourage the confidence of students to talk about and report bullying, knowing that it will be dealt with promptly.

#### **The Children Act 2004**

Every agency working with children and young people (including schools and colleges) must protect children and young people and promote the welfare of children, helping them to stay safe from bullying and discrimination.

#### **Education Act 2002 – Section 175**

This Act places a duty on local authorities and governing bodies in relation to the welfare of children in their school: "The governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school."

#### **The Race Relations (Amendment) Act 2000**

This Act means it is illegal to discriminate against anyone because of their race, colour, nationality (including citizenship), or ethnic background. Everybody is

protected from racial discrimination. Schools must have a policy that shows how they will promote equal opportunities and good relationships between people from different racial groups.

#### **The Local Government Act 2000 - Section 104**

This act means the head teacher or governing body of a maintained school, or a teacher employed by a maintained school, must do everything in their power to prevent any form of bullying.

#### **Schools Standards and Framework Act 1998 – Section 61**

This act means the head teacher of a school must take steps to encourage good behaviour and respect on the part of pupils and, in particular, prevent all forms of bullying among pupils. Since September 1999, schools must have a strategy to prevent bullying, including measures describing how they will tackle racist bullying.

#### **The Human Rights Act 1998**

This Act is based on the European Convention on Human Rights. It makes it illegal for somebody to torture another person, treat them inhumanely or give them degrading treatment or punishment.

#### **The United Nations Convention on the Rights of the Child 1991**

The UK approved this in 1991, committing itself to provide the Convention's minimum standards for all young people and children under the age of 18. Specifically, article 19 says that children and young people have a right to be protected from all physical or mental violence.

Under article 12, they have the right to be consulted and article 37a says that no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Although the United Nations Convention on the Rights of the Child cannot be upheld in UK courts of law, the European Convention on Human Rights is legally binding, so it can be enforced in UK courts.

#### **The Crime and Disorder Act 1998 and the Anti-Social Behaviour Act 2003**

Schools, youth clubs and other educational settings should work with their local police officers where acts of bullying become criminal (for example, if children or young people are harassed, assaulted, wounded or receive grievous bodily harm with intent, or if the people bullying them have been carrying weapons).

## Appendix **three**

### **Further information for Strategic Priority 3 – working with partners and organisations other than schools**

Everyone working with children and young people on behalf of the Royal Borough is expected to promote the five *Every Child Matters* outcomes and ensure that children and young people are safe and free from intimidation and bullying.

Children and young people will not enjoy and achieve in education, training and recreation if they are afraid of - or subjected to – bullying, and this will also affect their current and future social and economic well-being. It is expected that all partners will take steps to promote a positive ethos in safe environments where bullying behaviours are not accepted or tolerated.

#### **The local authority expects its partner organisations to:**

- raise awareness about bullying, its effects, prevention and intervention strategies
- develop, adapt and/or adopt an explicit anti-bullying policy that reflects this local authority strategy
- involve stakeholders in policy development and communicate this widely
- ensure that children and young people are involved strategically to reduce bullying and harassment
- identify a named member of staff to monitor, record and take action when bullying occurs
- promote an ethos that values positive relationships
- provide a 'safe to tell' environment to ensure that children and young people are safe from bullying and harassment (e.g. Junior Crimestoppers) and signposting to 'Safe Havens' in the community
- ensure the use of positive role models
- identify and provide for the training needs of staff
- regularly monitor and review the effectiveness and impact of the policy and procedures
- consider links with other policies, procedures and key strategies such as Equal Opportunities and Inclusion Policies, Safeguarding and Child Protection Procedures, and those relating to hate crimes and community safety.

#### **In practical terms, the following must happen:**

- 1 Children and young people who say that they have been bullied are helped to feel safe.
- 2 Risk assessments are taken, particularly in relation to vulnerable children and groups.
- 3 Safeguarding procedures are followed and staff maintain confidentiality in dealing with disclosures that may need further investigation.
- 4 We expect all partner organisations to have clear guidance with a stepped approach to how they will respond to all incidents of bullying from minor to serious.

**When bullying and harassment occur:**

- 1 incidents should be thoroughly and immediately investigated
- 2 they should be monitored and recorded, with subsequent action(s) logged
- 3 intervention and support for victims and bullies is provided
- 4 there is prompt involvement of parents and carers, unless there are specific safeguarding concerns e.g. neglect, abuse, domestic violence (please refer to the Council's Safeguarding Procedures)
- 5 signposting and referral to other agencies are made if appropriate.
- 6 information is appropriately shared.

## Appendix **four**

### **Some practical strategies to prevent and respond to bullying**

There are three prerequisites for the embedding of successful anti-bullying strategies:

- **Honesty** - the willingness to admit that we do have bullying and don't have all the answers.
- **Openness** - the need to encourage people to talk, rather than 'telling'.
- **Involvement** - of as many members of the school/institution/ community as possible, which may include appropriate training in the various strategies.

Various strategies should be adopted, as one approach or strategy will not solve everything, no matter how well it has been evaluated. Different approaches are needed. Anti-bullying strategies can be divided into four categories:

- **Proactive** - raising awareness, finding out the extent of the problem, use of surveys, ethos indicators, poster campaigns, events, meetings for parents, staff training.
- **Preventative** - including consultative policy development, promoting understanding, curriculum (formal and informal), improving the environment, circle time, peer support, assertiveness training, focus on particular issues such as identity based prejudice /homophobia/ attitudes towards those with special education needs and disabilities, regular monitoring and reviewing of practice.
- **Reactive (must put safety first)** - including investigating, recording, reporting and monitoring, bully courts, bully box, restorative practices, shared concern, no blame approach, mediation, punishment, time out in safe places. Always assess situation carefully before reacting and find an appropriate strategy to use with **trained** staff.
- **Supportive** - counselling, peer support, behaviour moderation, circles of friends, helplines, voluntary and other agencies.

A good reference to the various names and range of strategies can be found in a booklet prepared for the Anti-Bullying Alliance by the Unit of School and Family Studies at the University of London, Goldsmiths College. Descriptions and names of strategies can be found on charts in the booklet and include:

- **befriending,**
- **bully courts/tribunals**
- **circle time**
- **circles of friends/circles of support/supportive friends**
- **cooperative group work**
- **counselling**
- **peer mentoring**
- **peer mediation**
- **Massage in Schools Programme (MISP)**

- **quality circles**
- **R Time,**
- **restorative justice approaches**
- **shared concern (Pikasmethod).**

It can be downloaded from:

[http://www.anti-bullyingalliance.org.uk/pdf/aba\\_tackling\\_bullying\\_in\\_schools2.pdf](http://www.anti-bullyingalliance.org.uk/pdf/aba_tackling_bullying_in_schools2.pdf)

## **Anger management**

Anger is a universal emotion and we all experience it. Psychologists describe anger as a secondary emotion, as there is usually another emotion behind it. This can stem from fear, feeling vulnerable, disrespected, pressured, harassed, bullied or forced.

Some people feel angry as a result of things that have happened to them. Situations can spark their anger and sense of injustice at the raw deal they have in life, which can include abusive and broken relationships, loss and bereavement. Sometimes anger is obvious and other times inexplicable.

Unmanaged anger can disrupt thoughts and behaviour and lead to impulsive unreflective actions.

It can cause problems in relationships at home, school, work and in the community. It affects us physically, releases adrenaline and other hormones and can make us shake, sweat and cry. Once triggered, it takes time for the feelings to dissipate. Sometimes people use anger to get attention, or as a defence barrier to protect themselves and ward others off.

### **Managing anger is a critical skill for all staff**

Sometimes children and young people cannot explain why they are angry. They do not know what choices to make to cool down. It is vital to help young people to manage their anger and give them calming strategies.

**Anger management** enables people to develop the **skills** to manage their anger, to understand what triggers it, heal the unresolved emotions associated with it and act **positively** to take control of their behaviour.

**Schoolswork** run anger management courses for small groups in secondary schools and have a useful training tool that can be adapted for primary schools and other settings. It can be downloaded from

[http://schoolswork.co.uk/media/files/I\\_need\\_to\\_run\\_am\\_group.pdf](http://schoolswork.co.uk/media/files/I_need_to_run_am_group.pdf).

Teachers TV has a practical approach that can be found in a programme for primary schools and TAs to help children manage anger:

<http://www.teachers.tv/videos/anger-management>.

## Assertiveness training

Sometimes we find ourselves being persuaded or pushed into situations that benefit others, without saying anything or resisting. Assertiveness training helps people to speak up for themselves calmly and clearly. It seeks to establish frank communication in relationships so that everyone knows where they stand and no-one feels abused. Assertiveness training involves the learning of skills and techniques for resisting manipulation and coping with criticism.

Children and young people can be taught skills and practice making clear statements to:

- respond assertively and appropriately to threats
- remain calm in stressful situations
- boost their confidence and self-esteem
- resist manipulation
- leave a bullying situation
- enlist the support of bystanders.

The SEAL Calming Strategy can also be used, as can themes such as 'Say No to Bullying' and 'Getting on and Falling Out':

<http://nationalstrategies.standards.dcsf.gov.uk/node/65854>.

**Kidscape** runs assertiveness training for children and (ZAP) courses for children who have been bullied to give them skills and coping strategies to deal with it. More information can be found here: <http://www.kidscape.org.uk/zap/index.asp>.

The Impact Factory has assertiveness training for everyone with free resources to download here:

[http://www.impactfactory.com/p/assertiveness\\_training\\_skills\\_development/friends\\_161-2106-25163.html](http://www.impactfactory.com/p/assertiveness_training_skills_development/friends_161-2106-25163.html).

Three of the key **assertive techniques** are Broken Record, Fogging and Negative Assertion.

### Broken Record

Broken record refers to a groove in the vinyl where the record gets stuck. In the broken record technique, you simply keep **repeating a request** over and over again, avoiding being sidetracked by the other person. It helps people to be assertive and to be clear about what they want, to say no and to stand their ground in the face of opposition.

### Consider this scenario...

#### Someone says:

"That's a nice handbag and I want to borrow it. Give it to me."

**Your response:** "It's a new present and I don't want to lend it to you."

“I’ll look after it, lend it to me. I need it for a special event tonight.”

**Your response:** “I do not want to lend my bag to you or let anyone to borrow it. It’s new.”

“You are really mean. I won’t damage it; it’s only until the morning.”

**Your response:** “I don’t want anyone to borrow it and I’m not prepared to lend it to you.”

“I’m going to tell everyone that you are mean and like your handbag better than your friends”

**Your response:** “I am not going to lend it to you; I want to enjoy it first.”

“Have it your way, and watch for the fallout. Bags on Facebook!”

**Your response:** “Nothing you say or threaten will make me change my mind. I’m not lending it to you.”

## **Fogging**

Fogging is named for the dense mist it generates. It confuses the verbal bully who means to embarrass or humiliate you and who expects you to feel hurt, angry and defensive. It involves staying **calm** when you are being criticised and **agreeing** or accepting that all or some of the statement might be true.

Fogging works, as the person who is verbally bullying does not expect you to agree with them. It is a **tactic** that involves acknowledging and restating the other person’s opinion in a way that could be partially true of anyone or everyone.

Children and young people can be taught to imagine that the horrible taunts are lost in the fog and cannot reach them. The main responses and phrases to use when fogging are: ‘That could be true’; ‘You’re probably right’; ‘Sometimes I think so myself’; ‘I agree’; ‘That’s true’; ‘That is your opinion’; and ‘You have a point there’.

You stay calm, look them in the eye, adopt a confident posture and rob them of the intention to upset you.

### **Suppose someone says:**

- “You’ve got a big nose.”
- You could respond: “Yes, I know I’ve got a big nose; noses come in many shapes and sizes.”
- “You are stupid.”
- You could respond, “That could be true; we are all stupid sometimes.”
- Or: “You’re probably right. Sometimes I’m amazed by the things I don’t know.”
- “You are fat, your clothes are a mess and too tight.”

- You could respond: “Sometimes I think I could look better myself.”
- “Your work is terrible, you are an idiot.”
- You could respond: “I agree that this is not my best work and I was silly to hand it in.”

The criticism goes through a fog. It has no impact and confuses the person, who frequently does not know what to say next.

### **Negative Assertion**

When someone is complaining about or attacking you, you ask them for constructive criticism. You ask them to tell you what they think you are doing wrong and how you could do it better.

Negative assertion is **agreeing** with aspects of the criticism that are valid, but not allowing yourself to indulge in self-loathing and guilt. It is also about owning up to your mistakes before someone has noticed you may be in the wrong.

- “You are frequently late.”
- You can respond: “Yes I need to manage my time better.”
- “You're lazy.”
- You can respond: “What is it that you think I should be doing?”

<http://www.bbc.co.uk/dna/h2g2/A2998551>

### **Circle time**

Using circles is an inclusive process that helps create mutual trust and respect while respecting and valuing difference and diversity. Widely used in schools and other organisations, it encourages young people/adults to explore and express their thoughts and feelings on various themes and issues in a safe space. It focuses on developing listening and empathy skills, while using peer insights to extend learning and thinking and supports team building and problem solving.

[www.circle-time.co.uk](http://www.circle-time.co.uk)

### **Circle of friends**

This needs sensitive management as it involves setting up a group or circle of friends for a **‘focus child’** or young person who is experiencing relational difficulties.

It is vital to go through various stages:

- Identifying the purpose of the **Circle of Friends** and getting **permission** from the parents, focus child/young person, and staff.
- Explaining clearly what is involved to everyone concerned - the parents, child and class or tutor group.
- Recruiting suitable volunteers who will be responsible and consistent in going to weekly meetings of about half an hour.
- Starting and continuing with the circle until the (realistic) desired targets and outcomes set by the group, are achieved.

When a circle is established, a group of volunteers meet regularly with the 'focus child' and an adult facilitator. It is helpful to allocate roles, such as chairperson, to help members keep and listen to their agreed ground rules. The circle acts as a group of friends to suggest strategies to deal with difficulties that have been identified by the members of the circle and the focus child.

The circle has three main objectives:

- to offer encouragement, recognise and affirm achievements and progress
- to identify difficulties, suggest ideas and find strategies to achieve set targets
- to indicate the practical help that all will give to realise these.

The strategy encourages emotional literacy, empathy, the development of interpersonal skills, negotiation and creative problem solving. It is vital that everyone in the circle including the focus child receives recognition and encouragement for the efforts they make.

Sometimes, progress is slow and the Circle of Friends may find that they are getting nowhere, or are given little feedback from the focus child. The circle's long term willingness to stick with the focus child may have as powerful an impact, as the specific skills and strategies targeted by the group.

**Leicestershire County Council** has a helpful resource that can be downloaded from [http://www.leics.gov.uk/index/education/special\\_education\\_needs/specialist\\_teaching\\_service/service\\_teams/autism\\_outreach\\_team/autism\\_team\\_resources/circle\\_of\\_friends.htm](http://www.leics.gov.uk/index/education/special_education_needs/specialist_teaching_service/service_teams/autism_outreach_team/autism_team_resources/circle_of_friends.htm)

### **Peer-led initiatives**

These are initiatives that encourage young people, staff and parents to be involved in a number of issues that concern them, where they are supported by each other and by staff who have provided training.

The purpose of peer support is to:

- encourage and develop supportive networks as a way of being
- actively seek out peer voice and participation in issues that concern them
- develop listening skills, learn how to negotiate and manage potential conflict
- demonstrate that peer support can be positive, it does not need to be problem focussed
- develop, enhance and celebrate young people's knowledge, understanding, skills and attitudes
- enhance the school/ community ethos, sense of ownership and belonging.

It can also involve working one-to-one; one-to-two; and in small and in large groups.

Peer-led initiatives are various and come under the following headings:

- Peer support - (PS)
- Peer mentoring (PMT)
- Peer counselling (PC)
- Peer befriending (PB)
- Peer mediation (PMED)
- Peer education (PE).

It might be:

- **Peer befriending**, setting-up a group of **buddies**, trained in communication and listening skills who support and befriend pupils in the playground (friendship stops) at transition, or as new pupils arrive. Ideally, buddying and befriending requires young people to identify and nominate other people that they would like to be supported by.
- **Peer support**, training young people to acquire skills of reasonable argument and persuasion so they can be effectively involved in their school /youth councils, including lobbying to change **things**.
- **Peer education**, training young people/staff /parents to deliver aspects of the curriculum to their peers on, for example, cyber or sexual bullying.
- **Peer counselling** is training and applying specific approaches, such as solution-focused brief therapy.
- **Peer mediation** is training in conflict resolution. Young people listen to and help their peers to resolve difficulties and conflicts, using various approaches/strategies that they have been trained rigorously in. This could include restorative approaches.
- **Peer coaching** and mentoring where young and older people (parents) people are helped to develop their skills through being teamed up with supportive talented and gifted peers.

Ultimately, the purpose of peer initiatives is to **empower** people to take responsibility for themselves and others, and respond to key issues of concern in a safe, supportive climate. It is vital that peers have access to senior management support and learn how to apply the particular **confidentiality policy** of the relevant institution, when managing and referring disclosures.

**The essential principles and ingredients for organisations to consider in setting up peer-led initiatives are as follows:**

#### **Management**

- Supported and resourced at a senior level and understood by staff.
- Integrated into a whole school/institution approach for personal and social development, with emphasis on acquiring **interpersonal skills**.
- Included in the school /institution improvement plan.

- Approved by governors, staff and parents as a strategy for active citizenship.
- Ensured that external trainers and volunteers have appropriate skills and meet quality standards.
- Clear guidance in policies on related issues, including confidentiality and protocols for referral.
- Monitoring and reviewing effectiveness and demonstrating impact.

### **Training**

- Should be based on the identified needs and concerns of young people.
- Linked to national, local and institution priorities e.g. reduction of racism; bullying; drug use; teenage pregnancies; improving personal development; social skills; and raising achievement.
- Pupils should be trained by people with appropriate and related qualifications and/or skills.
- Delivered by facilitators with an understanding of the theory, practice and application of peer-led programmes in education.
- Training of young people should be ongoing, developmental and supported by staff.
- Should focus on the personal and social development of young people and the acquisition of interpersonal skills.
- Should empower young people and enable them to take responsibility.
- Should adopt the principles of social inclusion and be sensitive to diverse cultural and religious backgrounds (there are too many instances where peer support is offered by girls and does not reflect the principles of equality).
- Content should be appropriate to the aims of the programme.
- Should aim to model the process and engage young people with a range of experiential activities and strategies.
- Time should be given to young people to develop and **rehearse skills** that they have volunteered and to apply these to real life situations within the school community.

### **Monitoring and review**

- Mechanisms for review by the peer supporters and 'clients' of the service
- Monitored for quality, effectiveness, uptake, impact
- Monitored for gains in personal and social skills – formal and informal outcomes
- Encouraging personal reflection on the part of the peers and developing a system for self evaluation and reflection
- Monitoring the levels of initiative and responsibility that young people are taking
- Reviewing management structures to ensure that they are supportive

### **Restorative approaches and interventions**

People who have been bullied rarely forget the experience and the damaging effects on confidence and self-esteem, or the person who has bullied them, unless something effective is done to **repair the harm done**. **Restorative justice** views misconduct as a violation against people and relationships in the school and wider community.

Restorative approaches have grown from restorative justice and are based on the principles of **peacemaking circles**. This is an intervention strategy that uses face-to-face meetings to repair the harm done by conflict. It makes people who harm or bully others accountable to everyone they have affected - their victims, their families and the wider community - who can tell their story and be listened to in a safe, neutral space.

Some schools/youth clubs/youth offending teams use full restorative justice conferencing in schools, working alongside the police or voluntary organisations.

People who have been asked to consider what they need when they have been harmed offer similar answers:

- Someone to listen to my story.
- Time to calm down.
- Need answers to 'why did you pick on me' and 'what did I do to deserve that?'
- A sincere and immediate apology.
- Reassurance that it won't happen again.

If people are asked what they need when they have caused harm to others, either on purpose or by accident, answers usually include:

- Time to think.
- Someone to listen to my side of the story.
- A chance to explain to the person why I did it.
- A chance to say sorry and make amends.
- Reassurance that the matter is resolved and I can move on, without any resentment being left.

Restorative approaches and interventions range from **restorative conversations** and **restorative enquiry**, to **restorative mediation**, **mini conferences** and full **restorative conferences**.

Restorative practices are used in education as both prevention and response. For example:

**Prevention** - Developing the ethos, policies and procedures to reduce the possibility of conflict and harm

**Response** - Restoring good relationships when there has been conflict or harm.

Restorative enquiry and conversations - including class problem-solving circles, restorative referral and peer mediation - may be used for less serious incidents. These strategies are used when young people and colleagues see things differently – often when they need to share their feelings and have them acknowledged and listened to in a sympathetic way.

Typical questions/statements used in restorative enquiry are:

- How do you see or feel about that?
- I have a problem that I would like to discuss.
- Can I tell you what happened from my perspective?
- Let's share what we both think and feel about this and see if we can sort it out.

When a wide range of restorative interventions are regularly adopted by trained staff, they become part of a whole school/institution prevention strategy to improve the emotional health, well being and resilience of children and young people by engaging them in conflict resolution, mediation, increased social responsibility and community building.

**Mini-conferences** involve a group of people working together with a neutral facilitator to resolve conflict, repair relationships and move forward. It follows a structured, scripted framework within which everyone has the opportunity to express their thoughts and feelings about the issue being discussed, and the impact it had on them. A mini-conference can conclude with an agreement that is written up and signed by everyone involved.

### **Full restorative conference**

In schools/other institutions a **full conference** will be held, **following a serious incident**, if everyone involved is in agreement. The conference takes place in a specially assigned room where everyone can sit in a circle, with thought being given to who sits where. The trained facilitator will have spoken to everyone involved prior to the meeting to prepare them for the process, answering queries and ensuring that the experience is positive and benefits those who attend.

The purpose of the conference is to establish what harm has been done, what is needed to put things right and how the situation can be avoided in the future. It includes the presence and support of the parents/carers of both the wrongdoer/s and person/s harmed and, when appropriate, others who have been affected.

Each person's story is considered as they speak about the harmful incident, how it has affected them and what needs to be done to repair the harm. This process is handled by a **trained facilitator**, using a series of scripted questions:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected? How have they been affected?
- What have you been thinking about since?
- What needs to happen next to repair the harm caused?
- What support do you need for this to happen?
- What can be learnt from this to avoid it happening in the future?

At the end of the conference, the participants agree on what needs to happen to repair the harm done and establish a plan to make sure the situation does not recur. The conference provides those who cause harm with an opportunity to take responsibility and become accountable for their actions; it also provides support for them to repair harm they have caused, change their behaviour in the future and **be**

**reintegrated** into the school community.

The process gives people who have been harmed, including those who have been bullied, an opportunity to express their feelings and fully participate in decisions that are agreed to move forward. This addresses fears they may have about the problem recurring and reassures them that a plan to change the future for the better is in place.

Further information on restorative approaches can be downloaded from:  
[www.restorativepractices.org](http://www.restorativepractices.org).

Belinda Hopkins has excellent information and charts that visually explain restorative practices and can be downloaded from: [www.transformingconflict.org](http://www.transformingconflict.org).

### **Support group method (Seven Steps approach)**

This is a **conscience-based** approach that aims to encourage children and young people involved

(bully, victim and bystanders), to do the right thing and to solve the problem of bullying, by finding suitable **solutions together**. It identifies how the victim is being affected by bullying, using a piece of writing or a picture, and then uses a support group to take responsibility and to deal with it.

A child suspected of bullying others is not directly accused of this, but is introduced to a process of empathy to understand the feelings of the victim. Those with bullying behaviour are not **sanctioned**; however, they are prompted to come forward, to take responsibility for their actions. This might mean being helped by the group to come up with ideas, change their behaviour and report back at a review meeting.

Originally known as the 'no blame' approach, it has four essential ingredients:

- the absence of blame
- the encouragement of empathy
- shared responsibility
- problem solving.

It involves **Seven Steps** taken with a **trained facilitator**:

1. Talk with the victim.
2. Convene a meeting of the group (not the victim), usually with the bully, bystanders and those who are sympathetic to the victim.
3. Explain the problem, identifying how the victim is feeling.
4. Share responsibility.
5. Ask for ideas to solve the problem.
6. Leave it up to them to solve the problem within a time frame and set a time to meet again to gather their solutions
7. Meet the group's members individually, review and find out how things are for each one.

A handout on the Seven Steps approach can be downloaded from:  
<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6027867>.

This approach needs to be used carefully, as it may not be suitable for serious cases of bullying and must be handled **by trained staff**. Some organisations, for example **Kidscape**, do not advocate this approach on the grounds that all bullying behaviour should incur **consequences, sanctions** and making **genuine amends**. In other words, the bully has to take responsibility for their behaviour and not be given the impression that they will get off lightly.

An A to Z of strategies related to alleviating emotional distress can be found at: [www.supportline.org.uk](http://www.supportline.org.uk).

**SupportLine** offers confidential emotional support to children, young people and adults by telephone, email and post. They work with callers to develop healthy, positive coping strategies to regain some control over their lives, enabling them to develop a sense of self worth and confidence. They aim to help people to heal their hurts and move on positively. It has details of counsellors and support groups in the UK.

**Helpline number:** 01708 765200

**Hotline:** 020 8554 9004

**Administration number:** 020 8554 9006

**Email:** [info@supportline.org.uk](mailto:info@supportline.org.uk)

## Appendix five

London Regional Anti-Bullying Alliance working with Children's Services in the Royal Borough of Kensington and Chelsea.

### Support for Anti-Bullying Policy and Practice: A checklist for schools

Schools have a legal duty to take measures to prevent all forms of bullying. It is *statutory* to have a behaviour policy which includes bullying. Guidance from the DCSF publication 'Safe to Learn (2007)<sup>1</sup>', indicates that schools need clear policies on vital issues, such as behaviour and anti-bullying, to create a climate that is safe, where pupils can enjoy and achieve and make a positive contribution in an ethos of respect for all where emotional health and well being can flourish. There is recent advice to:

- protect pupils and staff from all types of bullying, including newer forms of bullying using Information and Communication Technology (ICT)<sup>1</sup>
- prevent and respond appropriately to sexual and transphobic bullying (SST).

Schools also need to ensure that they have policies and procedures in place for safeguarding and sexual misconduct, and distinguish between sexual behaviour and sexual bullying. They must ensure that confidentiality is observed when dealing with inappropriate sexual behaviours and sexual misconduct, and observe protocols for handling disclosures.

### Gathering evidence

When updating/auditing/reviewing the school's anti-bullying policy and practice, it is vital to consider how effective our policy and practice is, ask ourselves how we know and consider the following:

#### Leadership reflections: How do the leadership team and governing body ensure a school ethos that:

- encourages good behaviour?
- promotes well being and respect for all?
- prevents and responds to all types and forms of bullying.?

#### Questions to consider:

- Is there a named school governor who has oversight of behaviour, including preventing bullying, and do they receive updates, and an annual report?
- Do we have a lead member of staff to coordinate all anti-bullying work, including cyberbullying and recent guidance on sexist and transphobic bullying?

---

<sup>1</sup> DCSF Cyberbullying. Supporting School Staff (April 2009) written for DCSF by Childnet International [http://www.digizen.org/downloads/cyberbullying\\_teachers.pdf](http://www.digizen.org/downloads/cyberbullying_teachers.pdf)

- Is there a named member of staff who deals with concerns raised about bullying by parents, pupils and staff?
- How confident are pupils, parents and staff in our procedures and response to incidents of bullying? How do we know?
- Is our approach consistently understood and applied by all staff?
- Are there priorities the school is addressing about behaviour?
- Do we know the vulnerable children and groups in the school (LAC) and have strategies to support them? For example, a confidential listening service where time is given to distressed pupils who are confident their concerns will be taken seriously.
- How sensitive are we to distressed parents who report bullying and do we ensure that they can discuss their concerns in an appropriate place? (Not left waiting on chairs in a public place or corridor where their distress is exposed).
- How well do we involve everyone in embedding our vision and actively supporting the DCSF principles in the Charter for Action? How effectively do we involve pupils? How do we support bystanders to be part of our whole school response?
- How well do we apply **all** the guidance from DCSF Safe to Learn to prevent and respond to bullying?<sup>2</sup>

How are we working in partnership with Children's Services and other agencies? For example, linked officers and Safer Community Partnerships; voluntary agencies; Anti-Bullying Alliance at NCB; Childline; Kidscape and Parentline to support well-being and address distress caused by all forms of bullying, discrimination and harassment?

- How do we use the data and knowledge we have to improve our practice?
- How regularly are logged incidents passed to Children's Services and used to support schools further?
- How effective are Children's Services in supporting us to prevent and respond to bullying? What further support do we need?

---

<sup>2</sup> Safe to Learn (2007), DCSF, is the overarching guidance, followed by a suite of guidance on bullying towards specific groups Homophobia; Special Educational Needs and Disabilities (SEND) Sexual and Transphobic bullying and the tools of bullying and Cyberbullying. References and download links are at the end of this section and document.

## Visual images of the Suite of DCSF Guidance to support schools in updating their policies



<sup>i</sup> **Safe to Learn Guidance DCSF – Overarching Guidance of a Suite of Guidance** (2007)

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

Bullying around race religion and culture (2006)

[www.teachernet.gov.uk/\\_doc/10444/6562-DfES-Bullying.pdf](http://www.teachernet.gov.uk/_doc/10444/6562-DfES-Bullying.pdf) -

Homophobia (2007)

<http://www.teachers.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

Cyberbullying (2007)

<http://www.teachers.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

**Information letter for schools to download about sanctions** for cyberbullying

<http://www.teachers.gov.uk/docbank/index.cfm?id=11844>

Bullying involving children with special educational needs and disabilities (SEND) (2008)

[http://www.teachers.gov.uk/\\_doc/12626/7655-DCFS-Anti-Bullying.pdf](http://www.teachers.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf)

Reference: DCSF-00372-2008

Cyberbullying: Supporting Staff (April 2009) DCSF and Childnet International

[http://www.digizen.org/downloads/cyberbullying\\_teachers.pdf](http://www.digizen.org/downloads/cyberbullying_teachers.pdf)

Sexual and transphobic bullying

<http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01136-2009>

Gender Equality Duty 2007

<http://www.teachernet.gov.uk/wholeschool/equality/genderequalityduty/>

[http://www.teachernet.gov.uk/\\_doc/11059/Equality\\_legislation\\_guide\\_for\\_schools\\_V2\\_2\\_1.pdf](http://www.teachernet.gov.uk/_doc/11059/Equality_legislation_guide_for_schools_V2_2_1.pdf) See **pages 5 to 6** for **actions** schools must take:

Schools have a number of responsibilities and duties under legislation relating to equality and diversity. All institutions, including schools, must show that they promoting equality for women and men and that they are eliminating **sexual discrimination and harassment**. They are also required to have a **gender-equality scheme** in place and to review and update this every three years. Recent legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment.

---

## **National Strategies Behaviour and Attendance**

Social and Emotional Aspects of Learning

Early Years SEAD and Primary SEAL Theme 3: Say No to Bullying

<http://nationalstrategies.standards.dcsf.gov.uk/node/66369>

Secondary SEAL Anti-Bullying Resource

<http://nationalstrategies.standards.dcsf.gov.uk/node/66375>

Curriculum Resource (Ref 00258-2008DWO-EN-05 ) is a part of SEAL resources developed in line with the DCSF

[http://nationalstrategies.standards.dcsf.gov.uk/node/65901?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/65901?uc=force_uj)

Healthy Schools Emotional Health and Well-Being Theme (EHWB)

Anti-Bullying Guidance for Schools

<http://www.healthyschools.gov.uk/Uploads/Resources/9ca2ae00-a15a-422d-bb35-39dbc45e63b7/Anti%20Bullying%20-%20Guidance%20for%20Schools.pdf>

Guidance to Promote Community Cohesion

<http://www.teachernet.gov.uk/wholeschool/Communitycohesion/>

Challenging prejudice, discrimination and stereotyping

New school handbooks and community cohesion

[http://www.teachernet.gov.uk/management/tools/schoolhandbooks/community\\_cohesion/](http://www.teachernet.gov.uk/management/tools/schoolhandbooks/community_cohesion/)

### **DCSF publications can be obtained from**

PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 0DJ

Tel: 0845 60 222 60

Fax: 0845 60 333 60  
60

Textphone: 0845 60 555