

# Follow-up Review of Bullying in Schools

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Services for Children and Young  
People Scrutiny Panel

**Tameside Metropolitan Borough Council**  
**SERVICES FOR CHILDREN AND YOUNG PEOPLE**  
**SCRUTINY PANEL**  
**Follow-up review of bullying in schools**

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**Tameside Metropolitan Borough Council**  
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**SCRUTINY PANEL**

**Follow-up review of bullying in schools**

**1. Introduction by the Chair**

In my introduction to this scrutiny panel's original report on bullying in schools, published in October 2006, I wrote about bullying being a blight on the lives of some children causing untold misery to its victims.

This of course can still be the case, but evidence found in this follow up review reveals that bullying in schools in Tameside is less than the average nationally. It is also an issue that the Children and Young People's Partnership and Tameside schools in both the primary and secondary sectors take very seriously. The panel was also informed about a number of examples of good practice in the way that Tameside schools are tackling the issue of cyber bullying and providing a national lead in combating sexual bullying.



There is however the need to share good practice amongst all schools in Tameside and the panel has recommended that an on line forum be established to enable schools to more easily share their good practice for the benefit of all children.

The establishment of an Anti Bullying Steering Group and the driving forward of the implementation of a borough wide anti bullying policy both illustrate the commitment of the Children and Young People's Partnership to address this problem. Work against bullying is most effective when it is embedded in the ethos of the school and this is a key to successful outcomes from the anti bullying policy.

A handwritten signature in blue ink, appearing to read 'V Ricci'.

Councillor Vincent Ricci  
Chair, Services for Children and Young People Scrutiny Panel.

## 2. Summary

In October 2006, the Services for Children and Young People Scrutiny Panel published its report on the bullying in schools.

The main purpose of the review was to report on efforts being made to combat bullying in Tameside schools, specifically preventative measures, support for victims, and successful practices for addressing perpetrators.

Bullying is regarded as a significant issue by Every Child Matters and the Children's Act (2004) and the Council are working to address any inequalities in anti-bullying practices through the establishment of the anti-bullying steering group and implementation of a borough-wide anti-bullying policy.

The panel was made aware of the support offered to schools through the Education Psychology Service, who have mainstreamed many anti-bullying measures, and work with national organisations such as Childline to deliver specific anti-bullying projects.

The review also considered some relatively newly defined forms of bullying such as Cyber-bullying and Sexual-bullying and investigated how these were being recognised more effectively and considered as part of local anti-bullying policies.

The initial report made a series of recommendations which the panel monitored, and in January 2009 they began their follow-up review.

Its key findings were:

- That any discrepancies with regards to bullying data that could be removed with a localised mechanism for recording incidents.
- That the Anti-bullying Steering Group should remain the key contact for schools and other organisations when requesting support with anti-bullying projects/practices.
- That there was a need for ensuring engagement from all stakeholders through training, development of anti-bullying policies and easily accessed information.
- That although the majority of schools had an anti-bullying policy, there could be more work undertaken to support them to embed this as a whole school ethos.
- That the 'report card' will enable bullying levels to be closer monitored.

## 3. Membership of the Scrutiny Panel

### 2008/09

Cllr Vincent Ricci (Chair), Cllr Ruth Welsh (Deputy Chair)  
Cllrs W Brelsford, R Etchells, P Fitzpatrick, A Highton, C Patrick, S Quinn, J Reynolds, J Sullivan and B Wild

Mrs Susan Marsh (Church of England), Rev Father Clarke (Roman Catholic Church), Mr Mark Osmond (Parent Governor), Ms Ann Gregory (Parent Governor), Mr Nisar Ahmed (Representative of Muslim Faith) and Mrs Taramati Sharma (Representative of the Hindu Faith)

## 4. Terms of Reference

### Aim of the Scrutiny Review Exercise

To ascertain whether the recommendations in the scrutiny panel's report on bullying in schools have been implemented and to examine the outcomes. A copy of the original report can be supplied upon request, or reviewed at [www.tameside.gov.uk/scrutiny](http://www.tameside.gov.uk/scrutiny)

### Objective

To establish what actions have been taken by the relevant departments and organisations to implement the recommendations of the report.

## 5. Methodology

5.1 This scrutiny review was undertaken by the members of the Services for Children and Young People scrutiny panel.

5.2 The scrutiny panel commenced its follow-up review by interviewing Ms Claire Bibby (Assistant Executive Director Area Support and Youth), Ms Theresa Coughlan (Educational Psychologist) and Ms Michelle Roberts (Equalities Officer, Access and Equalities) who took members through the original recommendations of the review and gave an updated response.

The panel were also made aware of anti-bullying good practice both on a local and national level, and were given an insight by interviewing Mr Will Aitken (Head of ICT for learning at Mossley Hollins High School) and Ms Jackie Baddeley (Learning Mentor and Teacher at Astley Sports College and Community High School)

Finally, the panel met with Ms Alison O'Brien from the Anti-bullying Alliance (ABA) to discuss further examples of good practice, and how the alliance is supporting schools in Tameside. This was followed by joint visits to The Heys Primary School and Rosehill Methodist Community School to experience anti-bullying practices in the school environment.

5.3 The content of this report has been checked for factual accuracy by Theresa Coughlan, Educational Psychologist.

## 6. Background to the review

6.1 The Services for Children and Young People scrutiny panel began the review in response to a raised awareness of bullying following a number of incidents in 2006 that were covered by local and national media. The aim of the review was to focus on the role of the Council in supporting anti-bullying practices and how effective this could be in achieving the outcomes of Every Child Matters.

The panel felt that there were some excellent examples of anti-bullying good practice being shown within the borough, and requested that the follow up review pay specific attention to this.

## 7. Update on the implementation of the recommendations contained in the panel's initial report

### 7.1 Original recommendation 1

**That all schools be strongly encouraged to participate in the current survey of anti-bullying activity being carried out by the Anti-bullying Steering Group and that the Steering Group continues with the survey until all schools have responded.**

#### **Initial Executive Response:**

About a third of schools have responded this year. We will feed back to all schools through the newssheet on this basis, and provide name and acclaim for participating schools. Since the original survey went out in July, and schools have been reminded three times already about the importance of this, we do not intend to delay any further in analysing the results, for fear that the impetus will be lost and the data will lose credibility because of the timescale.

We are investigating a web-based process and links with other surveys for the next round of this process, so that we will encourage a better response.

#### **Executive Response Update:**

The OFSTED 'TellUs' survey has superseded our survey. These annual surveys canvass the views of years 6, 9, and 10 pupils via an online survey.

The results of the 2007/8 survey show some good aspects – for example, fewer children in Tameside have experienced bullying than the national average. However, there are some issues that need addressing; for example, children do not feel particularly safe in their local area.

#### **Panel Findings:**

A survey undertaken by Bullying UK<sup>1</sup> showed that 69% of children and young people have experienced bullying.

OFSTED's TellUs2 questionnaire<sup>2</sup> evidenced that only 27% of Tameside's young people have been victims of bullying. However, in 2008/9 this figure rose to 40%. The target established in the Children and Young Peoples Plan<sup>3</sup> is to reduce this to 24% by 2010.

Members of the panel were concerned about the accuracy of the figures due to the significant variance between national and local data. The Anti-bullying Alliance (ABA) clarified that national statistics have shown that between 40-50% of children and young people have experienced bullying and echoed the concern of the panel, that some national and local surveys did not offer comparable data due to changes of questions. In response, ABA have published a highly developed questionnaire to use annually in schools to provide robust results.

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<sup>1</sup> Bullying UK (2006)

<sup>2</sup> Tell Us 2 – 2007/8

<sup>3</sup> Tameside Children and Young People Strategic Partnership - Children and Young Peoples Plan 2007-10

During their meeting with ABA, panel members asked as to how the council could effectively monitor bullying levels in order to be aware of any increases. ABA confirmed that bullying rates were not easily measured as questions on surveys alter, year groups change and young people's perception change rapidly. Close monitoring of schools by the Anti-bullying Steering Group would ensure that any schools that are beginning to see an increase in bullying incidents are quickly picked up. In Tameside, all schools are pro-actively engaged with the steering group.

#### **Follow Up Conclusion**

1. That further examinations should be undertaken as to which anti-bullying survey should be used as a baseline to enable comparables and trends to be sought more effectively.
2. That closer monitoring of bullying levels would ensure a greater understanding of the prominence of the issue within the borough.

#### **Follow Up Recommendation**

1. That the Anti-bullying Steering Group coordinate the completion of an annual gathering of localised bullying data i.e. from schools, youth service and social care through established networks and the implementation of recording proformas.

## **7.2 Original Recommendation 2**

**That the Council ensure that all schools have an anti-bullying policy.**

#### **Initial Executive Response:**

This is a legal requirement and will be inspected through the 'Staying Safe' strand of school OFSTED inspections. We will also include this in future surveys.

#### **Executive Response Update:**

This is a statutory obligation. The Educational Psychology Service offers advice and support on policy development. The Anti-Bullying Steering Group has developed a prompt sheet for schools. Five key points are being promoted and schools are advised to focus on these. These include questions about whether the school has an Anti-bullying policy, also schools which request an Inclusive Schools Award Assessment have to produce their Anti-Bullying policy as part of the process.

#### **Panel Findings:**

The panel were made aware that Ofsted did not actually check whether schools' had an anti-bullying policy or whether it was adequate. The policy was however, sometimes contained in a good behaviour guide and sometimes produced as a separate document.

It was confirmed that the future Tameside academies would be required to have an anti-bullying policy and that the Anti-bullying Steering Group guidelines advise all schools

should place it on their web site where it can be easily accessed by both parents and pupils.

Members of the panel recognised the benefits of a school anti-bullying policy, however, felt that it needed to be embedded as a visible part of everyday school life.

A number of Tameside schools visited as part of the review reported that anti-bullying was part of their whole school approach:-

- **The Heys Primary School's** anti-bullying policy is part of the wider 'looking after each other' ethos of the school; pupils are encouraged to create a safe environment where they respect one another.

The panel met with a group of children who shared their view that their school was a safe place to be, and there were a number of ways they could report bullying incidents.

The children explained that they learnt about anti-bullying regularly through sessions such as PHSE, circle time, and philosophy.

They reported that the majority of bullying takes place in the playground, and were grateful that their school offered safe places to go during lunchtime and breaks. Some members of the group (year 6 children) were play leaders who supervised other children in the playground to help reduce incidents of bullying.

The Heys Primary School also have a peer mentor programme where 12 pupils in year 6 are given training to support younger children in the schools.

- **At Rosehill Methodist and Community School** anti-bullying is part of the whole school ethos, and the teachers encourage an open relationship with all of their pupils to allow them opportunities to talk about any difficulties they are experiencing, including bullying.

They report only a few bullying incidents a year, as the little incidents are dealt with promptly and effectively to remove any opportunity for the problem to develop. One of their most successful ways of dealing with a bullying incident is by discussing with everyone involved, including the victim, as often the shame and shock this brings to a perpetrator is enough to stop them from bullying again.

The school promotes a 'no blame' approach where by the bully is not bullied by the teacher, rather that the teacher would work with the perpetrator to identify causes for their behaviour and how to make necessary changes. They also use circle time in every class to develop pupil's emotional skills.

They feel that bullying is kept to a low level in the school by making the process of dealing with non-appropriate behaviour, clear to the pupils. They also use SEALS material to deliver PHSE lessons, assemblies and specific activities as part of anti-bullying week.

- **Astley Sports College and Community High School** reported that their anti-bullying message is already visible in the school, as older peer mentors wear identification badges and all students take part in PHSE (personal health and social education) lessons which feature an anti-bullying topic. They also have an award winning peer mentor programme that has contributed to the decline in bullying incidents within the school.



Looking forward to the future, the school would like to see the anti-bullying approach more widely adopted and in order to achieve this, have established a working party to continue to support the programme, offer training to peer mentors and teachers, and work with stakeholders on the development of the anti-bullying policy.

The Council's Anti-bullying Policy details how a whole school approach ensures the involvement and participation of everyone as part of the development of an anti-bullying policy, related to supporting a positive ethos within the school. Strategies to combat bullying are most effective where they are used as part of a whole school policy against bullying.

#### **Follow Up Conclusion**

3. That in addition to the implementation of an anti-bullying policy within schools, there needs to be the available tools and support for it to become an integral part of the school's ethos.

#### **Follow Up Recommendation**

2. That resources currently available from an number of sources such as ABA, Childline etc, to be coordinated through the Anti-bullying Steering Group to enable schools to embed anti-bullying practices as part of the whole school ethos.

### **7.3 Original Recommendation 3**

**That Governing Bodies be reminded of their responsibilities for ensuring schools have an effective anti-bullying policy and that a Link Governor for Anti-bullying be identified for each school.**

#### **Initial Executive Response:**

Training has been arranged for Governors in the Spring term. In the summer term we will put a briefing note in the governors training manual reinforcing the messages in this recommendation.

#### **Executive Response Update:**

There was an article published in the Governor News making Governors aware of their responsibilities. Anti-bullying Governor training has been provided twice each year, to which 15-20 governors attend annually.

#### **Panel Findings:**

Following a number of interviews with local primary and secondary schools it was clear that the majority of stakeholders e.g. pupils, teachers and parents had been consulted on the development of an anti-bullying policy and the implementation of new practices, however, the panel were keen to reinforce that working with school governors would also be effective in embedding the policy and sharing good practice.

The Council's anti-bullying policy has a summary especially identified for school governors within which their key responsibilities are outlined. There is also a link governor trainer represented on the Anti-bullying Steering Group.

#### **Follow Up Conclusion**

4. Link governors for anti-bullying are not a statutory requirement for schools, and are often linked with a governor for equalities/inclusion.

#### **Follow Up Recommendation**

3. That the Anti-bullying Steering Group should ensure that as part of any stakeholder consultations, whether borough-wide or on an individual school basis, that school governors are included.
4. That the Council's Anti-bullying Policy should advise the appointment of an anti-bullying link governor as good practice.
5. That all governors continue to be offered anti-bullying awareness training, and have access to/awareness of the specific governor summary of the Tameside Anti-bullying Policy.

## **7.4 Original Recommendation 4**

**That, if successful outcomes are achieved, the Council should negotiate further input from the Anti-bullying Alliance Regional Coordinators directly in to Tameside schools and that the work carried out be used as a model for use in other schools.**

#### **Initial Executive Response:**

We will monitor the outcomes and use this organisation if appropriate; there are other options which we are also investigating and which may be more effective.

#### **Executive Response Update:**

Three Tameside representatives attend ABA meetings. One of the Tameside reps is on the steering group for the NW network. We have an interchange of training between local authorities. We have taken youth representatives to the ABA Youth Network and some have volunteered to join. ABA rarely works directly with schools now.

#### **Panel Findings:**

Members of the panel met with a representative from ABA and discovered that the organisation was an advisory service rather than a direct deliver of projects within schools. Areas of advice and support often included information on the latest guidelines, strategies for preventing and dealing with bullying and teaching resources.

They gave the panel insight into some of the advice they give to schools regarding best practice for reducing bullying that a combination of preventative methods and strategies

for challenging the behaviour of bullies was the most effective approach. Some of the most successful strategies include:

- A programme of anti-bullying PSHE lessons
- Circle time where the group share their ideas i.e. “if I was bullied, I would...” or “if I saw someone being bullied, I would...” And the development of these thoughts into class action points.
- Circle of friends where the person displaying challenging behaviour and their friends undertake a programme of small group activities regarding the effects of bullying.
- Support group approach allows the bully to make amends with the victim by offering the opportunity to work together on specific pieces of work.

The Anti-bullying Alliance works across the North West and consider Tameside to be one of the local authorities with the highest standard of localised anti-bullying practices and borough-wide systems of support. They recognised the strengths of the Anti-bullying Steering Group and reported that Tameside had delivered some key note speeches regarding cyber-bullying at national conferences, sharing our good practice across the UK.

### **Follow Up Conclusion**

5. That the Anti-bullying Alliance specifically is one source of advice and information for schools regarding bullying, however, they are also supported by advice and resources from a range of other organisations.
6. The role of the Anti-bullying Steering Group is to coordinate the input of national and local organisations into schools in Tameside.

### **Follow Up Recommendation**

6. That on a local level, the Anti-bullying Steering Group should be the point of contact for all schools across Tameside to enable them to gain information and advice.
7. That Tameside should continue to support the work of the Anti-bullying Alliance through representatives on the ABA Youth Network and attending North West Regional ABA meetings to share good practice and keep up to date with information.

## **7.5 Original Recommendation 5**

**That school policies be reviewed in light of the new Council anti-bullying policy.**

### **Initial Executive Response:**

This will be part of the summer term briefing note.

### **Executive Response Update:**

New Council policy is now complete, but has not yet been launched because the Equality Impact Assessment has not yet been signed off. We anticipate that this will happen at

the end of February. It was agreed that a copy of the policy would be sent to the panel for information.

### **Panel Findings:**

The Council's Anti-bullying Policy has now been published and defines a whole school policy against bullying as 'a written document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed. It is backed up by systems and procedures within the organisation and management of the school'<sup>4</sup>. The Policy is available via the Tameside School Support<sup>5</sup> website for all schools to access, and was promoted via the SENCO network.

The Children and Young People's Partnership suggest that all schools should review their anti-bullying policy every 2 years. The Safe and Secure thematic group have also set further targets (2009/10) for the partnership in relation to reducing the level of bullying in Tameside schools<sup>6</sup>. These include:

- Monitoring the number of schools that have reviewed their anti-bullying policy in the last 2 years and have been issued the Anti-bullying guidance
- Monitoring the number of pupils and parents who are aware of the process for reporting bullying
- Monitoring the number of schools who are signed up to the anti-bullying charter and/or peer support schemes

The Anti-bullying Steering Group will request information from schools on a regular basis regarding their anti-bullying activity, this will enable closer monitoring of policies and their regular updates.

### **Follow Up Conclusions**

7. Targets established by the Children and Young People's Partnership will ensure closer monitoring of individual school anti-bullying policies, however, there need to be effective systems in place for checking this has been completed.

### **Follow Up Recommendation**

8. That the Council's Anti-bullying Policy be wider communicated to schools across the borough as guidelines for their own policies.

## **7.6 Original Recommendation 6**

**That a young person and parent-friendly version of the new policy in leaflet form be produced and made available to elected members and school governors.**

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<sup>4</sup> Appendix 1 - Tameside MBC Anti-bullying Policy

<sup>5</sup> <http://www.tamesideschoolssupport.net>

<sup>6</sup> Tameside Children and Young People Strategic Partnership NI69 report card

### **Initial Executive Response:**

We will produce this following finalising of the policy.

### **Executive Response Update:**

See response to recommendation 5.

### **Panel Findings:**

The Council's Anti-bullying Policy had been produced featuring summaries for each stakeholder group, i.e. parents, governors, pupils etc. However, a full version had not be produced to date in a parent or young person friendly version.

The scrutiny panel were made aware that a minority of local schools including Mossley Hollins High School had produced their anti-bullying policy in two formats, one for parents and one for pupils. Specifically, Mossley Hollins had developed their own 'acceptable use policy' for computers, which has been used as an example of good practice with other schools. This also contributed towards part of the DCFS (Department for children, schools and families) guidance, which showcased the work of the school through their publications and conferences. This 'acceptable use policy' which encompasses cyber bullying was translated into a parents and pupils cyber-safety booklet, which is always available at the school. Students have used this information to lead sessions at local primary schools, deliver PHSE lessons, and develop a peer mentoring programme. The information was disseminated to parents through their children and the school website.

Panel members who visited The Heys Primary School were made aware that they have an anti-bullying policy that is reviewed annually, and in 2007 was also translated into a pupil's version for the children to read and use. This version not only details the anti-bullying guidelines and procedures for dealing with bullying incidents, but offers children techniques for pro-actively dealing with bullies.

### **Follow Up Conclusions**

8. Specific summaries relating to each stakeholder group have been created as part of the Council's Anti-bullying Policy, however, this needed to be disseminated more widely to enable each group to be aware of their responsibilities.
9. Only a minority of local schools had translated their policies into a pupil friendly version

### **Follow Up Recommendation**

9. That all schools be encouraged to include the anti-bullying policy and/or guidelines as part of their school prospectus.
10. That it should be recommended that each school has an accessible version of their anti-bullying policy in a child friendly version in a number of formats.

## 7.7 Original Recommendation 7

**That all stakeholders, including children and young people, parents and governors, are involved in the continued development of the Council's Anti-bullying Policy.**

### **Initial Executive Response:**

We will ensure that this happens.

### **Executive Response Update:**

Consultation on the initial development was undertaken via the Council's website, as further updating occurs, these groups will be fully involved.

### **Panel Findings:**

The Anti-bullying Steering Group (representative of a number of agencies) were the key creator of the council's Anti-bullying Policy; further consultation was undertaken through the usual SCYP channels (schools and partner agencies) and the document was also available for public consultation via the council's website.

The Tameside Council Anti-bullying Policy advises schools that to establish a whole school policy they need to:

- Raise awareness of the issue of bullying.
- Consult with concerned groups i.e. pupils, parents, governors and school staff to establish ownership of the policy.
- Agree the contents and aims and objectives of the policy.
- Write the policy in a style that is suitable to the audience.

This approach has already been used by Mossley Hollins High School who undertook a survey to examine the issue of anti-sexual bullying within their school. This led to an awareness raising campaign, through assemblies, after school session, PHSE classes and working with pupils to update the anti-bullying policy.

### **Follow Up Conclusion**

10. Although advised through the Council's Anti-bullying Policy, not all schools have used their stakeholder groups effectively in developing their own policy. There is good practice that could be shared about how to make this successful.

### **Follow Up Recommendation**

11. Advice and support is given to schools to enable them to fully include all stakeholder groups in the development of their anti-bullying policies.

## 7.8 Original Recommendation 8

**That the Council considers creating a temporary seconded post or commissioning support to deliver on some pieces of work on the action plan developed by the Anti-bullying Steering Group.**

### **Initial Executive Response:**

Most of the work on the action plan is ongoing work, which requires long term capacity to resource. There is a need for a distinct piece of work to set up a data system for monitoring and developing the good practice website.

### **Executive Response Update:**

The action plan has been implemented using a dedicated time-allocation from the Educational Psychology service as signalled in the business plan.

### **Panel Findings:**

It was confirmed that a seconded post was no longer needed as the action plan is supported by the Educational Psychology Service and other members of the Anti-bullying Steering Group.

## 7.9 Original Recommendation 9

**That the Council establishes a picture of the scale of the problem of bullying as soon as possible to act as a benchmark for future activity.**

### **Initial Executive Response:**

We will work with the Policy Unit to improve the section of the Year 10 survey which addresses bullying, and are investigating wider information systems (see recommendation 8).

### **Executive Response Update:**

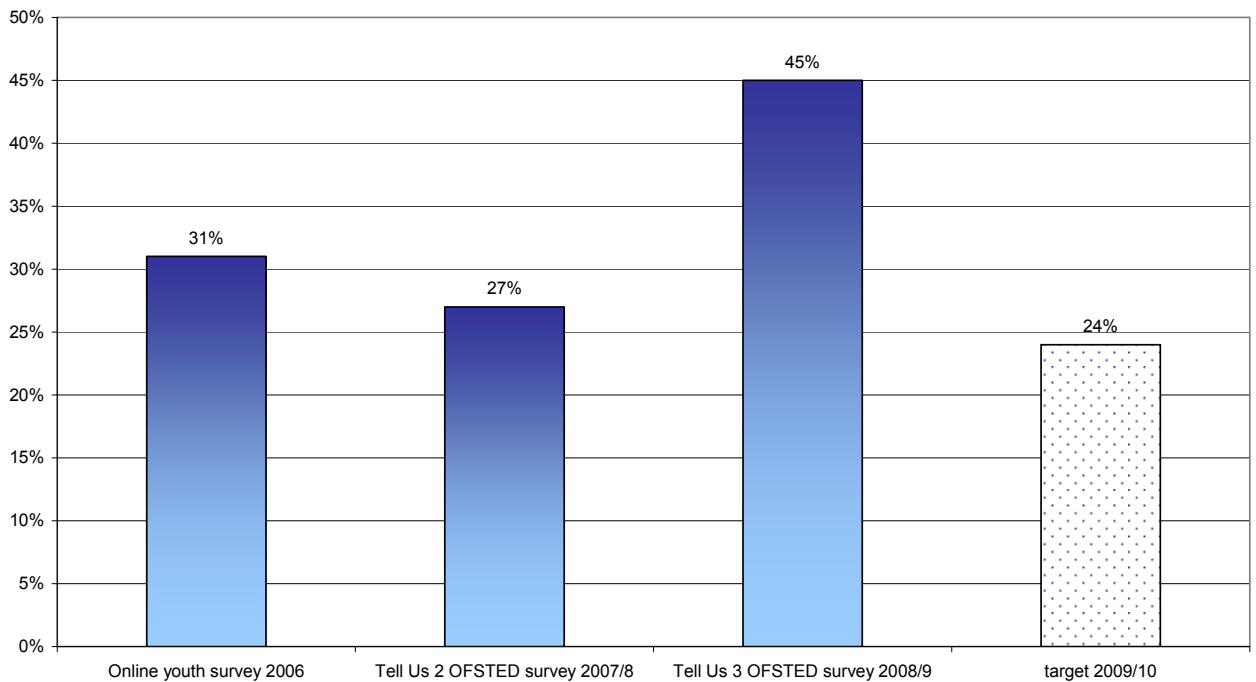
An Anti-bullying report card is being developed for the Tameside Safeguarding Children Board (TSCB) on 2<sup>nd</sup> February. This provides a summary of activity and impact. Tell Us survey data is also available.

### **Panel Findings:**

Data on the number of children experiencing bullying are currently collated annually through the Tell Us Survey (OFSTED), this information will be used for one of the council's national indicators (NI69). Figures from 2007/8 and 2008/9 indicated an increase in the number of children experiencing bullying (as shown on the graph below). However, it is difficult to draw comparisons with data pre 2007 as format, methods and questions used for collation are too variable.

However, by using the Tell Us survey, a baseline has been drawn, from which targets and trends can be monitored. Within the Children and Young Peoples Plan<sup>7</sup> there is a commitment from members of the Children and Young People's Partnership to work towards reducing this indicator to 24% of children by the end of 2009/10.

**% of children who have experienced bullying**



Members of the panel asked the Anti-bullying Alliance whether there had been an increase or decrease in national bullying rates. It was reported that numbers had remained quite constant (40-50% of young people experiencing bullying) but it was felt that the issue had become more endemic in today's culture. The Alliance noted that the visibility of bullying within the media etc had also helped to raise the profile of bullying and increase the awareness of young people as to how unacceptable it is. However, there are still up to twenty young people who commit suicide each year as a result of bullying.

The Council's Youth Online Survey (2008) evidenced that 86% of young people in year 10 thought bullying was a problem with 36% classifying it as a 'very big problem'.

Bullying data will be collated on an annual basis and presented to the Services for Children and Young People Strategic Partnership through the 'report card'. This will also set targets for the coming year, and will provide a monitoring history.

### **Follow-Up Conclusion**

11. It is difficult to measure bullying as the method for data collection has changed on a number of occasions, the use of localised information would prove to be most useful for establishing a baseline and possible trends. The report card will enable this information to be circulated and discussed on a regular basis, which will allow any identified areas for improvement to be actioned.

<sup>7</sup> Children and Young Peoples Strategic Partnership Action Plan 2009/10



### **Follow Up Recommendation**

12. That the 'report card' be used as an accurate monitoring tool for bullying incidents, and monitored through the Anti Bullying Steering Group and Children and Young People Strategic Partnership.

## **7.10 Original Recommendation 10**

**That monitoring and recording incidents of bullying and surveying pupil experiences should be recognised in the new Council Anti-bullying Policy as good practice in tackling bullying in Tameside.**

### **Initial Executive Response:**

Guidance on this will be on the website as well as in the policy.

### **Executive Response Update:**

The government is intending to consult on the recording of bullying incidents at school level and is proposing that this should become a requirement. Guidance on this is also in 'Safe to Learn' and has been included in the prompt sheet for schools.

### **Panel Findings:**

In addition the panel was informed that although the Government was considering requiring schools to gather this information, there would not be required to inform the local authority or publish results. It was agreed that schools should still be encouraged, as good practice to continue this practice as it enabled the authority to build up an overall picture of this problem.

The Staying Safe Summary<sup>8</sup> recognises that schools throughout Tameside have a variable approach to putting into place monitoring and reporting systems in respect of bullying. Improved reporting for example through the 'Life in school checklist' would enable a co-ordinated approach across schools.

The anti-bullying steering group are currently designing a new proforma for the collection of this information; with the aim that a uniform method of collection will ensure that the data is as concise and comparable as possible. The Council's anti-bullying policy also informs schools that it is best practice to collate a variety of information relating to incidents of bullying, including:

- The number of incidents
- The types of incidents
- Where the incidents took place
- Details of the perpetrator and their background
- The staff and governors involved in dealing with the incident
- How the incidents were dealt with and outcomes
- The levels of parent involvement
- Any outside agency involvement

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<sup>8</sup> Tameside Children and Young People Strategic Partnership Staying Safe Summary - April 2009

It is envisaged that this proforma will reduce the risk of incomplete data and assist in recognising trends and potential hot spot areas.

The guidance and proformas for the collation of bullying incidents are still to be determined by central government, the timescale and methodology have not yet been communicated.

#### **Follow-Up Conclusion**

12. A draft recording proforma has been created (Appendix 3) in anticipation of further information from central government and confirmation that schools will be required to share the information with the local authority.

#### **Follow Up Recommendation**

13. That once launched, the Anti-bullying Steering Group should circulate the recently created bullying recording proforma to all schools, and work with them on establishing mechanisms for their completion.

### **7.11 Original Recommendation 11**

**That local authorities which have successfully developed monitoring arrangements with their schools be visited by the steering group and possibly school staff to learn from their experiences.**

#### **Initial Executive Response:**

We are linking with an authority who have developed a data-management system called Sentinel, to investigate whether this is a useful tool. They will visit us.

#### **Executive Response Update:**

A reporting system called SHARP is being trialled in a number of Tameside secondary schools. The Lead Behaviour Professionals Network is used to share effective practice and promote initiatives.

#### **Panel findings:**

SHARP will enable concerns to be expressed through an automated anonymous system, however, schools would still be required to monitor incidents of bullying.

This system is still in its early days, and only three schools in the borough are using it through a pilot scheme. Dependant on their feedback, it may or may not be rolled out across the borough, however, the pilot is still to determine its strengths and weaknesses.

### **Follow-Up Conclusion**

13. SHARP is one system for monitoring bullying incidents that may prove to be useful for schools in Tameside, however, further investigation into other methods (including the monitoring proforma) will ensure that the correct software/methods are selected.

### **Follow Up Recommendation**

14. That the results of the SHARP pilot be evaluated and further consultation be undertaken with all schools to determine the most effective system to extend across the borough.

## **7.12 Original Recommendation 12**

**That the Council contact Governing Bodies of those schools which do not return Racist Incidents Monitoring Forms and remind them of their duties.**

### **Initial Executive Response:**

We will include this in the briefing note in the first instance (see recommendation 3)

### **Executive Response Update:**

This is done routinely. It is still difficult to secure a full return, despite this being a statutory requirement. Information about this has been passed to the Hate Incident Panel. The annual report is also sent to schools.

### **Panel findings:**

In addition, members expressed their concern that a number of schools did not submit reports to the authority giving information about the number of racist incidents, in spite of many reminders. A member suggested that as meetings of governing bodies include this information on their agendas a standard item, the clerks should be informed of those schools that have not sent in returns so that they can provide a reminder at the meeting. It was agreed that this very helpful suggestion would be followed up.

The panel learnt that from September 2009, all schools will have a requirement to record all incidents of bullying and identify their type. This information should then help schools and Local Authorities to monitor incidents of bullying and become more aware of emerging trends.

Members of the panel were aware that this is currently a legal obligation with regards to racial bullying, but had been informed that this information was often not submitted by schools. There was some concern that the gathering of this data is based on the proactive nature of a school and/or responsible teacher and therefore was not useful as an indicator of the severity of the issue.

### **Follow-Up Conclusion**

14. The racial incidents monitoring form may be superseded by the bullying monitoring form to record all incidents; this will be launched following final guidance from central government.

### **Follow Up Recommendation**

15. That in line with government guidance, the type of bullying to be included on the proforma to enable further analysing of information.

## **7.13 Original Recommendation 13**

**That more opportunities are found to share and celebrate good practice in tackling bullying in Tameside and that consideration be given to a local award for excellence in anti-bullying activity.**

### **Initial Executive Response:**

The website will be crucial here. We also intend to develop the annual conference. We have a desire not to overload schools with awards: the Inclusion Standards will be launched in January 2007, and we want to encourage as many schools as possible to engage with the process of pursuing an Inclusive Schools Award. This, together with the Healthy Schools Standards, should address the issue of bullying in a holistic way.

### **Executive Response Update:**

The Annual Conference format has been changed so that schools take a greater role in participating and demonstrating their practice and experience. The Inclusive Schools Award (Foundation Stage) has been successfully attained by 11 schools; school analyses its incidents by ethnicity and race. National accreditation has been promoted (eg the Diana Award and Peer Support Accreditation).

### **Panel findings:**

This follow on review enabled members of the panel to gain an insight into effective anti-bullying practices that were being used in a number of Tameside schools. Those schools who attended panel meetings were able to give their personal account of the development of their anti-bullying work, whilst those who invited panel members to their schools were able to demonstrate their school anti-bullying ethos through showcasing the projects that children had engaged with.

For example, Mossley Hollins High School have appeared on Panorama discussing their bullying programme specifically in respect of their emphasis on more recently identified types i.e. sexual bullying and Astley Sports College and Community High School have recently won the Princess Diana Award for the pupils' anti-bullying work in setting up a peer mentoring programme.

Members of the scrutiny panel were concerned that these examples have the opportunity to be shared with schools across Tameside, and suggested that a network of schools

specifically regarding anti-bullying would be a useful support resource. They were informed that a borough-wide anti-bullying event was held and had been quite successful.

The panel also recognised that the transition to secondary education was a daunting time for young people, and were keen to suggest that schools should work together to put safeguards in place to minimise the risk of bullying during this timeframe. The Anti-bullying Alliance were able to report how good practice between secondary schools and their feeder primary schools sees peer mentors from the secondary school visiting the Year 6 pupils in advance of their transition, to introduce themselves and their role within the school. A network of schools and anti-bullying specialists would increase the opportunities for joint projects.

### **Follow-Up Conclusion**

15. Sharing of good practice is not as effective as could be, yet many schools in Tameside are undertaking anti-bullying practices of a high standard.
16. That a network focussed on sharing anti-bullying good practice would be beneficial to schools in Tameside.

### **Follow Up Recommendation**

16. That the Anti-bullying Steering Group is recommended to establish a web network and forum for anti-bullying, as a vehicle for communicating and sharing good practice and latest developments in anti-bullying work.
17. That a website containing all relevant information be developed.
18. That the bullying newsletter be continually published and circulated to all schools and organisations via email and network meetings on a regular basis.

## **7.14 Original Recommendation 14**

**That the police be requested to give the same presentation about cyber-bullying to pupils and parents at other schools as that given to pupils at two high schools in Tameside.**

### **Initial Executive Response:**

The PC linked to the Behaviour and Education Support Teams is engaged in the cyber-bullying strategy.

### **Executive Response Update:**

Cyber-bullying training is being provided through the TSCB. The action plan includes the cascading of training to young and parents. The training group includes a police representative. At a recent parents evening at a local high school, parents were given a leaflet about cyber safety as they left.

### **Panel findings:**

In addition, reference was made to the guidelines produced by the government agency Becta and the “Stranger Danger” online safety information produced by the Child Exploitation and Protection Agency. Locally a group had been established including the police, ICT Advisers and a teacher from Mossley Hollins to advise on training which was currently being offered to 11 – 16 year olds with the work being extended to include an under 11s session.

There is no training for parents re cyber-bullying organised centrally, however, advice and information can be accessed through anti-bullying organisation (i.e. ABA) and through the individual schools. The parent participation officers would also be a key contact for offering signposting, and will be represented on the Anti-bullying Steering Group to allow them contact to the most relevant information.

### **Follow-Up Conclusion**

17. Cyber bullying continues to be a serious issue nationally as well as in Tameside.

### **Follow Up Recommendation**

19. That the Anti-bullying Steering Group prioritise reviewing support for parents re bullying (especially relating to cyber-bullying and online safety)
20. That cyber bullying continues to be regarded as a serious problem, and that good practice strategies to combat it should be shared through the Anti-bullying Steering Group.
21. That bullying that takes place on the journey to and from school be regarded in the same way as any other bullying and treated accordingly.

## **7.15 Original Recommendation 15**

**That the police take the opportunity to help raise awareness of cyber-bullying and bullying in general at suitable public meetings such as District Assembly Meetings.**

### **Initial Executive Response:**

This will be referred to the Head of District Assemblies and the police.

### **Executive Response Update:**

Police attendance at District Assembly meetings has been flagged.

### **Panel findings:**

This has been noted, so no further investigation was required.

## 7.16 Original Recommendation 16

**That tackling cyber-bullying be included in the new anti-bullying policy for Tameside.**

### **Initial Executive Response:**

This has already been included.

### **Executive Response Update:**

That cyber-bullying has been included in the policy.

### **Panel findings:**

The panel were informed that Beatbullying charity report that 1 in 3 young people have been a victim of cyber bullying, and with the increased use of social networking sites this figure has the potential to increase further.

The council's anti-bullying policy was published in 2008 and specifically references to more recently identified types of bullying i.e. cyber bullying.

## 7.17 Original Recommendation 17

**That, in line with recently published government guidance, schools include cyber-bullying in the anti-bullying policy.**

### **Initial Executive Response:**

We will include this in the school guidelines.

### **Executive Response Update:**

Yes, this has been advised.

### **Panel findings:**

The survey undertaken by Bullying UK indicated that 68% of anti-bullying policies did not include specific bullying methods such as cyber-bullying (defined as 'the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others' Wikipedia). However, it has been indicated that as many as 1 in 3 young people have become a victim<sup>9</sup>. Mossley Hollins High School have been involved in the creation of a national guidance<sup>10</sup> document relating to cyber safety and further confirmed that the majority of school anti-bullying policies were not up to date and inclusive of all types of bullying.

Mossley Hollins were the first school in the UK to hold a national conference on the topic of cyber bullying. This included a parents' information evening to ensure they were aware of the aims of the conference and a questionnaire to gauge the students' awareness of

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<sup>9</sup> Beat bullying Charity

<sup>10</sup> Cyber Bullying – Supporting School Staff, Department for Children, Schools and Families

the issue. The scrutiny panel were keen to ensure that the good practice undertaken by individual schools is shared effectively across the borough, and were concerned to hear that only two other schools attended the cyber-bullying conference.

Through the investigation of this review, the panel were able to identify that bullying was not confined to the school environment, and that practices such as cyber-bullying enabled bullies to target victims even in their own homes. On their site visits they spoke to children from The Heys Primary School and Rosehill Methodist Community School who also recognised that bullying opportunities were available through the use of social networking sites and mobile phones.

Following the publication of the 'Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community'<sup>11</sup> in 2009 teachers have been given more power to deal with bullying incidents that may have taken place outside of school grounds. ABA emphasised that the role of the school was to inform pupils about bullying and offer an avenue for reporting such behaviour irrespective of whether it takes place in the school grounds. When investigating good practice the Panel were made aware that children at The Heys Primary School felt that their school offered this support, as they were aware of who to report incidents of bullying to, and were grateful of open access to safe places i.e. the learning mentors room.

However, it was discussed that policies should detail how schools will deal with out of school bullying (including cyber bullying) to recognise the issues that these specific types of bullying create, and enable all stakeholders to be aware of what constitutes unacceptable behaviour.

### **Follow-Up Conclusion**

18. That despite schools taking action against bullying outside their grounds, i.e. cyber bullying, it is not documented as an element of the Anti-bullying Policy in the majority of schools.
19. That the Anti-bullying Steering Group continue to prioritise the wider issue of online safety, and offer training through the Safeguarding Children Board to schools, youth service, governors, and social care re e-safety.

### **Follow Up Recommendation**

22. That Council guidance to schools should include recommendations for the inclusion of specific reference to more recently identified bullying types such as cyber bullying.

## **7.18 Original Recommendation 18**

**That the Council takes a lead on tackling text and online bullying as a community issue.**

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<sup>11</sup> Department for Children, Schools and Families



**Initial Executive Response:**

We will refer this recommendation to the Head of Community Safety.

**Executive Response Update:**

The e-safety group is looking at the breadth of cyber-safety across all public settings where young people might be present.

**Panel findings:**

This is a highly complex issue, and may require a in-depth scrutiny review of its own, however, it is beginning to be addressed through the e-safety group.

**Follow-Up Conclusion**

20. The panel supports the endeavours of the e-safety group to ensure that children and young people using public internet facilities are doing so as safely as possible.

**Follow Up Recommendation**

23. That the scrutiny panel invite members of the e-safety group to a later scrutiny meeting to discuss this issue further, and determine the need for an additional scrutiny review.

## 7.19 Original Recommendation 19

**That guidance is produced for parents about how to protect their children from text and online bullying.**

**Initial Executive Response:**

We have already produced a pupil/parent -friendly version of guidance about cyber-bullying.

**Executive Response Update:**

The e-safety group is looking at the breadth of cyber-safety across all public settings where young people might be present.

**Panel findings:**

Tameside's Anti-bullying Policy includes a summary of actions that can be undertaken by parents in order to reduce the risk of their child becoming a victim of bullying, this includes online and out of school bullying.

Mossley Hollins High School have produced their anti-bullying policy in two additional formats, for parents and pupils. They also translated their 'acceptable use policy' into a parents and pupils cyber-safety booklet. This information was disseminated through pupils and available via the school website. They also have a zero tolerance to the

presence of mobile phones in the school environment, which reduces the opportunity for text bullying, however also rely on parents to put in place measures to reduce the risk to their children when using home computers (i.e. parental control software).

#### **Follow-Up Conclusion**

21. The scrutiny panel recognise the role of the parent in protecting their children from cyber-bullying.

#### **Follow Up Recommendation**

24. That each school is advised to translate their individual anti-bullying policies into a parents version, to enable them to be aware of their responsibilities in order to pro-actively support the school's policy. This should be available on the school's website in order to ensure high visibility and easy access.

## **7.20 Original recommendation 20**

**That the Council consults parents about their role in tackling bullying and the support that could be offered by the Council and other organisations.**

#### **Initial Executive Response:**

We will do this, following the model used in the course of the Scrutiny investigation and through other fora.

#### **Executive Response Update:**

As part of the Action Plan, there is a workgroup considering the support in place for parents. Part of the process of considering whether this is adequate is to talk to parents. Guidance on this has been extracted from '11 million', a website which is supported by the ABA and the Children's Commissioner, and which aims to give children a voice about what matters to them.

#### **Panel Findings:**

The panel were made aware that where anti-bullying projects have been most successful; there has been a high level of engagement from parents. When Mossley Hollins were undertaking their cyber bullying conference, parents were invited to an information evening to increase their awareness of the issue, and gain their support for the project. In doing this, parents are able to reflect the messages of the school project within the home environment.

#### **Follow-Up Conclusion**

22. That engaging parents with anti-bullying projects, makes them more effective as their increased awareness continues the messages into the home environment.

### **Follow Up Recommendation**

25. That the council's anti-bullying policy and guidance to schools should include a recommendation that where possible parents should be invited to engage with their anti-bullying projects.

## **7.21 Original recommendation 21**

**That the council explores opportunities in the voluntary sector for the provision of support to children, young people and parents affected by bullying.**

### **Initial Executive Response:**

We already use the voluntary sector through Childline and other organisations linked with the Anti-bullying Alliance. This will be signalled on the website once it is developed.

### **Executive Response Update:**

The website is not yet properly developed, although there is some basic information publicly available through this medium. We continue to have strong links with Childline NW and other voluntary organisations such as the Befriending Mentoring Federation.

### **Panel Findings:**

The follow up review investigated the level of anti-bullying projects within the voluntary sector, and could find only a few that were promoted widely. For example, the Rathbone Centre in Ashton had supported young people to make a DVD regarding bullying which won a national 'Rathbones achiever of the year' award and is now used as a resource across the UK. However, there were a range of national organisations who offered advice, information and resources to support schools in the delivery of anti-bullying projects i.e. Childline and NSPCC. The panel were informed that Astley Sports College and Community High School were working with the Mentoring and Be-friending Association as part of their pilot project for schools undertaking an accredited peer mentoring programme.

The follow up review also identified a number of organisations working to support victims of bullying and their families, for example, Off the Record, a counselling service for young people based in Tameside.

### **Follow-Up Conclusion**

23. That the voluntary sector has the potential to play a key part in supporting the work of schools regarding anti-bullying and should have access to the resources and guidance to enable them to deliver awareness raising and victim support projects.

### Follow Up Recommendation

26. That a voluntary sector representative be included in the Anti-bullying Steering Group to give other voluntary groups easier access to the latest advice, information and resources regarding the issue of bullying.

## 8. Follow Up Conclusions

1. That further examinations should be undertaken as to which anti-bullying survey should be used as a baseline to enable comparables and trends to be sought more effectively.
2. That closer monitoring of bullying levels would ensure a greater understanding of the prominence of the issue within the borough.
3. That in addition to the implementation of an anti-bullying policy within schools, there needs to be the available tools and support for it to become an integral part of the school's ethos.
4. Link Governors for anti-bullying are not a statutory requirement for schools, and are often linked with a governor for equalities/inclusion.
5. That the Anti-bullying Alliance specifically is one source of advice and information for schools regarding bullying, however, they are also supported by advice and resources for a range of other organisations.
6. The role of the Anti-bullying Steering Group is to coordinate the input of national and local organisations into schools in Tameside.
7. Targets established by the Children and Young People's Partnership will ensure closer monitoring of individual school anti-bullying policies, however, there need to be effective systems in place for checking this has been completed.
8. Specific summaries relating to each stakeholder group have been created as part of the Council's Anti-bullying Policy, however, this needed to be disseminated more widely to enable each group to be aware of their responsibilities.
9. Only a minority of local schools had translated their policies into a pupil friendly version.
10. Although advised through the Council's Anti-bullying Policy, not all schools have used their stakeholder groups effectively in developing their own policy. There is good practice that could be shared about how to make this successful.
11. It is difficult to measure bullying as the method of data collection has changed on a number of occasions, the use of localised information would prove to be most useful for establishing a baseline and possible trends. The report card will enable this information to be circulated and discussed on a regular basis, which will allow areas for improvement to be actioned.
12. A draft recording proforma has been created in anticipation of further information from central government and confirmation that schools will be required to share the information with the local authority.

13. SHARP is one system for monitoring bullying incidents that may prove to be useful in schools in Tameside, however, further investigation into other methods (including the monitoring proforma) will ensure that the correct software/methods are selected.
14. The racial incidents monitoring form may be superseded by the bullying monitoring form to record all incidents; this will be launched following final guidance from central government.
15. Sharing of good practice is not as effective as could be, yet many schools in Tameside are undertaking anti-bullying practices of a high standard.
16. That a network focussed on sharing anti-bullying good practice would be beneficial to schools in Tameside.
17. Cyber bullying continues to be a serious issue nationally as well as in Tameside.
18. That despite schools taking action against bullying outside their grounds, i.e. cyber bullying, it is not documented as an element of the Anti-bullying Policy in the majority of schools.
19. That the Anti-bullying Steering Group continue to prioritise the wider issue of online safety, and offer training through the Safeguarding Children Board to schools, youth service, governors and social care re e-safety.
20. The panel supports the endeavours of the e-safety group to ensure that children and young people using public internet facilities are doing so as safely as possible.
21. The scrutiny panel recognise the role of the parent in protecting their children from cyber-bullying.
22. That engaging parents with anti-bullying projects, makes them more effective as their increased awareness continues the messages into the home environment.
23. That the voluntary sector has the potential to play a key part in supporting the work of schools regarding anti-bullying and should have access to the resources and guidance to enable them to deliver awareness raising and victim support projects.

## 9. Follow Up Recommendations

1. That the Anti-bullying Steering Group coordinate the completion of an annual gathering of localised bullying data i.e. from schools, youth service and social care through established networks and the implementation of recording proformas.
2. That resources be available from a number of sources such as ABA, Childline etc, to be coordinated through the Anti-bullying Steering Group to enable schools to embed anti-bullying practices as part of the whole school ethos.
3. That the Anti-bullying Steering Group should ensure that as part of any stakeholder consultations, whether borough-wide or on an individual school basis, that school governors are included.
4. That the Council's Anti-bullying Policy should advise the appointment of an anti-bullying link governor as good practice.

5. That all governors continue to be offered anti-bullying awareness training, and have access to/awareness of the specific governor summary of the Tameside Anti-bullying Policy.
6. That on a local level, the Anti-bullying Steering Group should be the point of contact for schools across Tameside to use to enable them to gain information and advice.
7. That Tameside should continue to support the work of the Anti-bullying Alliance through representatives on the ABA Youth Network and attending North West Regional ABA meetings to share good practice and keep up to date with information.
8. That the Council's Anti-bullying Policy be wider communicated to schools across the borough as guidelines for their own policies.
9. That all schools be encouraged to include the anti-bullying policy and/or guidelines as part of their school prospectus.
10. That it should be recommended that each school has an accessible version of their anti-bullying policy in a child friendly version in a number of formats.
11. Advice and support is given to schools to enable them to fully include all stakeholder groups in the development of their anti-bullying policies.
12. That the report card be used as an accurate monitoring tool for bullying incidents, and monitored through the Anti-bullying Steering Group and Childrne and Young People Strategic Partnership.
13. That once launched, the Anti-bullying Steering Group should circulate the recently created bullying recording proforma to all schools, and work with them on establishing mechanisms for their completion.
14. That the results of the SHARP pilot be evaluated and further consultation be undertaken with all schools to determine the most effective system to extend across the borough.
15. That in line with government guidance, the type of bullying to be included on the proforma to enable further analysing of information.
16. That the Anti-bullying Steering Group is recommended to establish a web network and forum for anti-bullying, as a vehicle for communicating and sharing good practice and latest developments in anti-bullying work.
17. That a website containing all relevant information be developed.
18. That the bullying newsletter be continually published and circulated to all schools and organisations via email and network meetings on a regular basis.
19. That the Anti-bullying Steering Group prioritise reviewing support for parents re bullying (especially relating to cyber-bullying and online safety).
20. That cyber bullying continues to be regarded as a serious problem, and that good practice strategies to combat it should be shared through the Anti-bullying Steering Group.

21. That bullying that takes place on the journey to and from school be regarded in the same way as any other bullying and treated accordingly.
22. That Council guidance to schools should include recommendations for the inclusion of specific reference to more recently identified bullying types such as cyber bullying.
23. That the scrutiny panel invite members of the e-safety group to a later scrutiny meeting to discuss the issue further, and determine the need for an additional scrutiny review.
24. That each school is advised to translate their individual anti-bullying policies into a parents' version, to enable them to be aware of their responsibilities in order to pro-actively support the school's policy. This should be available on the school's website in order to ensure high visibility and easy access.
25. That the council's anti-bullying policy and guidance to schools should include a recommendation that where possible parents should be invited to engage with their anti-bullying projects.
26. That a voluntary sector representative be included in the anti-bullying network to give other voluntary groups easier access to the latest advice, information and resources regarding the issue of bullying.

## **10. Borough Treasurer's Comments**

The expenditure associated with the recommendations within this review will be met from within the existing revenue resources of Services for Children and Young People – 2009/2010 gross expenditure revenue budget of £ 238.1m (£ 51.6m net). The gross expenditure total is inclusive of resources delegated to Tameside schools ( £ 141.9m).

However additional resources designated for anti-bullying initiatives will be allocated to support the scrutiny panel recommendations should they become available to the Council.

## **11. Borough Solicitor's Comments**

Governing Bodies are required to produce statements of how discipline will be maintained within schools. Headteachers of schools are under a legal duty to take action to prevent all forms of bullying. The recommendations in this report are designed to ensure that the Council delivers on the Government's Every Child Matters agenda as well as the Learning Community and Safe Environment aims of the Sustainable Community Strategy and the proposed Learning Tameside and the Safe Tameside in the emerging replacement Sustainable Community Strategy.

## Appendices

1. Tameside MBC Anti-bullying Policy 2008
2. Draft Anti-bullying Steering Group Action Plan 2009
3. Draft bullying monitoring proforma



## Appendix 1

### Tameside MBC: Anti-bullying Policy 2008

#### **Introduction:**

The Government document Every Child Matters and the subsequent Children Act 2004 both promote five outcomes to ensure better futures for all children and young people. Being safe, healthy, enjoying and achieving, participating and economic well-being are outcomes that are also evident in Tameside's community strategy.

TMBC community strategy rests on a desire that Tameside should be a good place to live work and play for everyone now and in the future. These aims are translated into several key themes such as Supportive Communities and Safe Environment and focuses particularly on children, young people and older people.

The Government's Primary and Secondary Strategies and Healthy Schools initiatives together with their 'Don't Suffer in Silence' guidance and support for the Anti-bullying Alliance provide a foundation to ensure that all children can make progress in a safe and secure environment.

The Council's vision for education is for Tameside pupils to achieve the highest standards not just of attainment but also of behaviour, self-esteem and understanding of the world. We want all our pupils to enjoy an environment that is free from physical or emotional harm, harassment, victimization or ridicule from other individuals or groups. Our aim is to work in partnership with schools to develop policies and practices that promote awareness, understanding and mutual respect amongst pupils and also to construct strategies for preventing and responding appropriately to bullying and harassment.

This policy and the following guidance are intended to inform and support those working with children and young people of the local and national expectations for the prevention of bullying and the promotion of anti-bullying practices.

#### **Definitions:**

The Anti-bullying Alliance report that bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; cyber-bullying (eg text messaging, emailing); gossiping; excluding people from groups; sexual, homophobic and racist bullying; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts that the Anti-bullying Alliance have heard, children and young people consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless

**Links to other policies:**

This policy links anti bullying approaches with the Behaviour Strategy, Equal Opportunities, Domestic Abuse and the Equality Policies of the Council.

**Responsibilities of Services for Children and Young People [SCYP]:**

In order to meet the vision set out by the Council for Education, the SCYP will:-

- Ensure that this policy is made known to schools and governing bodies.
- Provide opportunities for training and disseminate good practice in the area of effective handling of incidents involving bullying and harassment.
- Encourage schools to develop equal opportunities and anti-bullying policies which promote positive responses to bullying and harassment and which address sexual, homophobic and racist bullying proactively.
- Ensure that racist incidents are reported to and collated by the SCYP
- Develop systems to work with schools to monitor and evaluate bullying and the effectiveness of preventative strategies in education
- Monitor and review the anti-bullying policy.

**Roles of SCYP:**

- The Head of Inclusive Services will be responsible for the development, implementation and review of the policy.
- SCYP will promote the development and re-visiting of anti-bullying strategies every two years.
- SCYP will assist schools in developing anti-bullying policies and initiatives in line with their school improvement plans.
- Where Head teachers and parents report that schools are in need of particular support SCYP will aim to provide this.

## Resources

The website has references to an updated resource list including the local authority Service Directory as well as references for schools, parents and young people.

[http://www.tameside-sid.org.uk/html/providersearch\\_home.asp](http://www.tameside-sid.org.uk/html/providersearch_home.asp)

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## Monitoring and Review

The effectiveness of this policy will be monitored through the:

- Framework of best value performance indicators (BVPIs) - local authorities must collect figures from schools each year on the numbers of recorded racist incidents and must report to the Audit Commission the numbers of racist incidents per 100,000 residents (BVPI 174) and the numbers of incidents in which follow up action was taken (BVPI 175).
- Training recorded via the curriculum development unit and a bi-annual service audit.
- Outcomes of school inspections via the Inclusion Consultancy

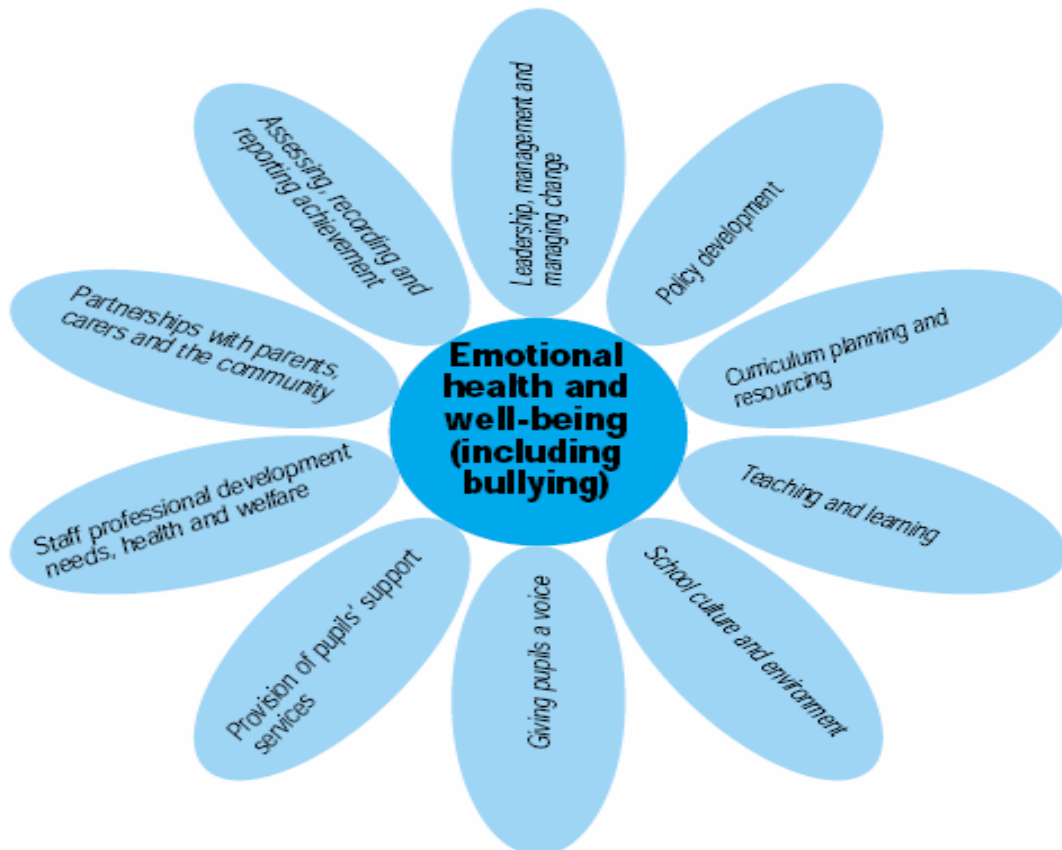
This policy will be reviewed every two years in the light of legislative and local developments.

## GUIDANCE

### The Whole School Approach

A range of strategies and approaches need to be developed to tackle bullying. Taking a whole school approach can build upon the work already underway in schools to involve everyone in making appropriate decisions. Support for this approach can be found in the National Healthy School Standard, Personal Social and Health Education and Citizenship.

#### Ten aspects of a whole school approach for emotionally healthy schools (Healthy Schools 2004)



#### Developing a whole school policy against bullying<sup>12</sup>:

A whole school approach ensures the involvement and participation of everyone as part of the development of policy related to supporting a positive ethos within the school – students, parents, staff, governors and the wider community. Strategies to combat bullying are most effective where they are used as part of a whole school policy against bullying.

A whole school policy against bullying is a written document which sets out the aims of the school in relation to bullying behaviour and a set of strategies to be followed. It is backed up by systems and procedures within the organisation and management of the school. It is important to be aware of links with existing policies and procedures. For instance, there is already an LEA recommended procedure for dealing with racial incidents which should continue to be used.

The school's bullying policy should build on effective behaviour and equal opportunities policies. Bullying affects teachers, families, non-teaching staff and governors as well as pupils. Schools may want to involve these groups of people throughout the policy making process.

<sup>12</sup> Reference to Sheffield work

## Establishing a whole-school policy - through three stages –

1. Development - Awareness raising and consultation
2. Implementation
3. Monitoring, Reviewing and Evaluating

### 1. Development - Awareness raising and consultation

Involve everyone in a whole school audit of bullying, including incidents of religious, disability, sexual orientation and age.

**Raise awareness** about bullying by looking at definitions of bullying, and organizing discussion at staff and class meetings.

**Consult** with concerned groups including pupils, parents, governors and school staff to establish ownership of the proposed (revised) policy.

**Agree** what should be in the policy, e.g. aims and objectives of school in relation to bullying behaviour, an explicit definition of bullying, some preventive measures and procedures to follow when bullying takes place. The policy should be written in appropriate language for the audience and not be too long.

The policy should put emphasis on creating conditions in school to promote equality of opportunity and a positive attitude towards the diverse social, cultural and ethnic backgrounds of pupils, staff, governors and the community.

The policy should set out **clear procedures** with deadlines for action where possible for dealing with complaints and incidents. For example, what steps should be taken immediately? What records should be kept? Who should be informed? What sanctions - including perhaps graded sanctions - may be implemented?

Useful guidance on the format of a school policy can be found at:

<http://www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/index.cfm?code=main>

<http://www.kidscape.org.uk/assets/downloads/Antibullyingpolicy.doc>

### 2. Implementation

A clear lead and commitment from senior management is a requirement, and their role in creating effective and repeated communication will aid implementation. For that reason the following areas associated with implementation need to be considered in more detail:

- **Communication and maintenance**
- **When an incident of bullying is reported**
- **Discussing bullying incidents with pupils and all staff**
- **Sanctions**

For pro-active preventative work see web site

### 3. Monitoring, Reviewing and Evaluating

To ensure that the policy is working effectively there must be mechanisms for monitoring, reviewing and evaluating. Through this process it will provide schools with the necessary information to assess and evaluate whether their efforts to reduce and eliminate incidences of bullying and harassment are successful. This procedure will help schools to identify whether policy and practice needs amending. In developing the policy schools should build in an annual review date in addition to regular monitoring and evaluating. It will also demonstrate the school's commitment to addressing the issue of bullying and harassment should any litigation be brought against the school through any of the legislation mentioned in this document.

Each school should establish a methodology for recording and reporting on incidents of bullying and harassment in its school. Good school practice would include monitoring incidents of bullying re race, religion, disability, sexual orientation and age.

It is good practice for schools to involve pupils in the process of monitoring and evaluating, and methods of consultation can be undertaken for example through the School Council. In doing so it might provide baseline data as an indication of measuring levels of bullying and harassment over a period of time.

Each school will have their own focus for monitoring. The following areas may be common to many record systems:

- The number of reported incidents of bullying and harassment
- How these incidents were addressed, the outcomes and feedback given
- Where the incidents took place
- The levels of parental involvement
- Number of staff and governors undertaking training
- Contacts with external agencies and support services
- Background of the perpetrators and victims i.e. age, culture, ethnicity
- Faith, religion, sexual orientation, age, any special educational needs or disability
- Peer Counselling Scheme.
- Levels of bullying and harassment in relation to disability.

### **Monitoring procedures**

Monitoring procedures can be used for two purposes:

- (i) To enable schools to follow up and record progress. Monitoring will help schools to identify patterns of bullying behaviour.
- (ii) To identify whether or not the anti-bullying policy is really being effective.

Monitoring should be undertaken by a key member of staff who identifies progress and highlights where the policy is really effective. Within this strategy it should be made clear under what circumstances records should be used for monitoring, how long they will be kept, and who should have access to them. It is important to find ways to maintain a high profile for the policy in order to avoid it becoming inactive. New pupils, parents and staff need to be made aware of the policy and its implications as part of the school's induction of new entrants.

### **Evaluation procedures**

The information collected via self-evaluation and from monitoring and feedback about the policy in practice provided by staff, families, pupils and governors should be used to review and update the school's anti-bullying approach. A termly report to governors, parents and staff may be helpful. It is anticipated that after working through these strategies, schools may find that:

- Staff are more vigilant and responsive to bullying
- Fewer pupils and adults report being bullied
- Fewer pupils and adults report that they have bullied others
- More pupils say they would not join in bullying
- More pupils say that they would tell a member of staff if they were being bullied

## **Resources:**

### **Proactive Support For Schools**

Support for schools in developing their anti-bullying strategies is available from SCYP. This may include:

- Advice and consultation from support services
- Activities to build capacity:
  - Circle Time
  - Setting up a school council
  - Peer Support
  - Mediation processes/ Guidance
  - Transition planning
- Curriculum Developments
  - *PHSE*
  - *SEAL*
  - *Healthy Schools*

Websites:

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

<http://www.dfes.gov.uk/bullying/>

## GOOD PRACTICE IN SCHOOLS

### Summary for Headteachers:

It is the Headteacher who has the pivotal role in ensuring that the school fulfils its legal obligations and that anti-bullying and anti harassment procedures are developed and followed within the school. This summary may be a helpful tool within the 'self evaluation' context.

### Responsibilities

- To ensure that the school has a policy on equal opportunities and anti-bullying which encompasses measures specific to harassment, including racial harassment.
- To ensure that the anti-bullying/harassment policy is known to all staff, to pupils, parents and governors;
- To maintain it as high profile and ensure it is well known to the whole school community.
- To ensure that the procedures set out in the policy are carried out consistently and fairly by staff.
- To ensure that systems are in place for monitoring instances of bullying and harassment and the effectiveness of the policy.
- To report to governors at least once a term about the situation with regard to bullying and harassment and to inform them of the measures in place within school for combating them.
- To ensure that all school staff have the opportunity to receive training on appropriate methods of dealing with incidents of bullying and harassment (e.g. Restorative Justice, Peer Mediation).
- That the curriculum is sufficient and suitable to cover the issues around bullying and harassment.
- To establish systems which are perceived as supportive by pupils who are involved in incidents ('victims' and 'bullies'). Parents will need to be kept informed of the school response.
- To ensure that the ethos within school allows pupils to feel that it is 'safe' to tell and where they have the confidence to believe that school will deal effectively with incidents brought to their attention.

### Strategies may include

- Involving the school community in writing the school policy on equal opportunities and anti-bullying and when reviewing it.
- Having a simple summary that is easily accessible to parents and available in community languages as appropriate. Use display material that promotes diversity and equal opportunities.
- Using whole school events to promote mutual respect and to highlight the values expressed by the anti-bullying policy
- Involving the pupils in devising systems for the playground which minimise the potential for conflict.



- Ensuring that support assistants and mid-day meal supervisors are regarded as staff with high status by the pupils.
- Having a forum (e.g. school council) where it is possible for pupils to participate in the discussions and the decision-making processes about appropriate responses to bullying and about preventative measures.
- Displaying agreed codes of conduct prominently in class and around the school.
- Having appropriate resources readily available for staff and ensure that materials to be used with pupils are timetabled so that they have different experiences each year.
- Having procedures in place for logging incidents, which are easy to understand, and simple to use.
- Organising regular sessions in school where all adults, particularly those new to the school can share information on the equal opportunities policy and the bullying policy with a view to developing an informed and consistent approach across the school.
- Ensuring that the school has a named co-ordinator with responsibility for anti-bullying and anti harassment initiatives within the school. Ideally this person should be part of the Senior Management team, as they need to be perceived as high status by the rest of the staff. This person should also have appropriate training.
- Appointing a governor with responsibility for positive behaviour.

## **Summary for Governors**

Governors have an important role in ensuring that the school fulfils its legal obligations with respect to anti-bullying, anti harassment and anti- racist policies and procedures. The governors have a responsibility to ensure that procedures undertaken in school are monitored and are effective. This may be achieved through having a named governor, as good practice.

## **Responsibilities**

- Ensuring that the school's equal opportunities and behaviour policy make reference to the different forms of bullying and harassment.
- Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally. To ensure that staff receive appropriate relevant training to enable policies to be effectively implemented.
- To ensure that they are aware of any patterns of bullying and persistent parental complaints.
- To ensure that incidents are monitored and if appropriate policies and procedures are reviewed.
- To ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted within any review process.
- To support the Headteacher in implementing school policy.

## **Strategies**

- To become familiar with and clear about the school's current position on anti bullying, anti harassment and equal opportunities.
- To attend training opportunities for governors on these issues.
- To clarify the pupil's position in implementing the policy.
- Where necessary to help to establish an action plan to review policy and procedures.
- To support the Headteacher in establishing appropriate mechanisms for monitoring incidents.
- To help the Headteacher identify ways of disseminating the policy to pupils and to parents, eg auditing stakeholder views, providing information leaflets.
- Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to the governors. Such concerns will need to be responded to.

## Summary for teachers

The role of the teacher is crucial in implementing the school's anti-bullying and behaviour policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti discrimination works in practice.

### Responsibilities:

- Ensuring that they know the content of the equal opportunities and anti-bullying policy.
- Ensuring that training opportunities are taken up.
- To be sensitive the possibility of bullying and harassment and dealing with all incidents in a consistent manner in line with the school's guidelines including the logging and reporting procedures used in the school.
- Ensuring that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.
- Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of comments and/or behaviour, which could be offensive to particular individuals or specific groups of pupils.
- Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.

### Strategies

- Involve students in drawing up ground rules for class behaviour.
- Display agreed codes of conduct prominently within the class.
- Have regular opportunities for whole class and/or small group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished.
- Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within the school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.
- Use of display materials within the classroom and around the school can help to promote positive values.
- Use discussion and curriculum opportunities to discuss the role of the 'bystander' in supporting bullying and harassment. Methods such as the 'support group approach' ensure that the on-lookers no longer collude with bullying behaviour and develop a role in supporting anti-bullying values.
- Intervene when incidents are observed outside and inside the classroom so that pupils do not feel unprotected during particular parts of the day.

## **Summary for support staff**

The support staff of a school may include learning support assistants, clerical staff, mid-day meal supervisors and the caretaker. These are adults who are often in a position to observe pupils out of the classroom. Therefore the contribution of support staff to the successful implementation of the anti-bullying policy is vital.

### **Responsibilities:**

- Ensure familiarity with the school's equal opportunity and anti-bullying policies.
- To attend training (which may be within school) on dealing with instances of bullying and harassment
- To be sensitive to all instances of bullying and harassment within the class and around the school; to deal with every incident in a fair and consistent manner according to the school's guidelines.
- To find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people.
- Meal supervisors to be informed about pupils' dietary requirements.
- To report incidents of bullying and harassment as set out within the school's guidelines.

### **Strategies:**

- Participate in training to become familiar with the school's equal opportunities, anti-bullying and anti harassment policies.
- Ensure familiarity with the school's systems for managing behaviour and then follow them consistently.
- Intervene in any incident observed around the school.
- Remain calm and avoid getting into confrontations with pupils.
- Model ways of talking and behaving which exemplify respect for the individual. Challenge stereotypic remarks e.g. sexist comments; racist assumptions. Keep a watch out for 'loners' who may be vulnerable to bullying and try to involve them in games with other pupils.
- Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour.

## Summary for parents/carers

Parents and carers have a very important role in supporting the school to implement its anti-bullying and behaviour policy effectively. Here are some ways in which you can be helpful.

### Responsibilities:

- To ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.
- To sign the home/school contract, if available, and to abide by that contract. To work in partnership with the school on encouraging positive behaviour, valuing and respecting difference.
- To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner.
- To be alert to and inform the school about significant behaviour changes and signs of distress in their children.
- To inform staff of any significant change in circumstances which may affect the way in which pupils respond in school.
- Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude.
- To communicate to children that you trust the school and staff to deal appropriately with incidents that arise and which school are aware of.

### Strategies

- To clarify with staff the school's approach to working with parents.
- To be aware of opportunities offered for formal and informal consultation with parents.
- To discuss school incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication.
- To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of school.
- To tell the classteacher/form teacher of any concerns about bullying or harassment. Check out school procedures asking to be kept informed of any action taken.
- Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with the school policy.
- The positive parenting network will provide other ideas/strategies to support you.

Resources:

<http://www.dfes.gov.uk/bullying/parentsandindex.shtml>

## Summary for pupils

This policy is for you. However it is you and the other pupils/students who have the greatest responsibility in ensuring that the policy in school is effective in preventing and responding to bullying or harassment incidents.

### Responsibilities

- To not become involved in bullying incidents.
- To be aware of the school's way of dealing with incidents and of the kinds of support available.
- Always tell a member of staff if you think bullying is happening.
- Talk to your parents/carers about any worries you may have.
- Support pupils who may be subjected to bullying.
- Be prepared to speak up if you see or hear something you think is unfair.
- Be willing to share concerns to help your school be a safer place.

### Strategies

- Value pupil differences and treat other people with respect.
- Use the school's procedures if you suspect incidents are taking place.
- Be alert in those places around the school where there is less adult supervision e.g. the playground, the toilets, corridors and stairs.
- Get involved in writing and of following rules guiding work and behaviour in the classroom and the school.
- Co-operate with other pupils to help the school as a whole deal with bullying and harassment efficiently e.g. by joining the school council, by becoming a peer mediator.
- Encourage teachers to discuss bullying issues. Take part fully in the curriculum opportunities offered e.g. stories, poetry, surveys and role-play. Provide good role models to younger pupils and support them if bullying occurs.
- Keep parents and carers informed about activities in and out of school. Contact support agencies for help if necessary.

## Appendix 2

**Draft Anti Bullying Action Plan 2009/10**  
**TAMESIDE CHILDREN AND YOUNG PEOPLE STRATEGIC PARTNERSHIP**  
**PRIORITIES 2009-2010**

### **LA Priorities:**

1. Promote healthy lifestyles with particular focus on Obesity and Oral health
2. Improve Emotional Health and Wellbeing for all young people
3. Promote the safety of all children and young people in all settings
4. Increase the proportion of young people moving into education, employment and training
5. Continue to raise attendance and attainment at all phases of learning with strategic focus on vulnerable children, looked after children and children who are under-achieving
6. Reduce the rates of teenage pregnancy

### **INCLUSIVE SERVICES THEMES FOR DEVELOPMENT:**

- **Access and empowerment**
  - Supporting and empowering children and their parents/carers;
  - Enabling and encouraging participation and access;
  - Championing and advocating.
- **Responsive services and timely support**
  - Integrating services and working with others seamlessly;
  - Proactively promoting equality and reducing existing inequalities.
- **Improving quality and capacity**
  - Transforming attitudes, ideas, practices and ways of working;
  - Promoting high expectations and opportunity.

**Aim:** To provide co-ordination of the Anti-bullying steering group activity: establishing an annual budget

Theme		Deadline	Co-ordinator	Person responsible	Outcome
<b>Access and empowerment</b>					
<b>Objectives</b>	<b>Action(s) to be taken</b>				
To extend the participation of C & YP in the planning and implementation of anti-bullying work: Link to the development of a participation strategy	Establish a Youth Forum Link the LA youth Forum with the regional ABA Youth Forum	12/09 12/09	TC / HM	TC TC	Young People's views represented through minimum of 2 meetings 2 reps to attend NW Alliance youth forum
Facilitate multi agency net working within the authority	<ul style="list-style-type: none"> <li>▪ Maintain the Steering Group</li> <li>▪ Establish regular links with LBP / SEAL network</li> <li>▪ Regularise links to MAST / Health Schools / Youth Service / Social Care / Safeguarding</li> </ul>	01/10 01/10 01/10	TC	TC	Improved awareness of AB developments; knowledge and skill of members. Sharing of good practice
Establish regular input to Networks and agencies	<ul style="list-style-type: none"> <li>▪ To provide updates on :               <ul style="list-style-type: none"> <li>○ Data collection</li> <li>○ Peer support</li> <li>○ National &amp; Local Guidance</li> <li>○ Annual themes e.g. discriminatory bullying</li> </ul> </li> <li>▪ To distribute a newsletter containing updates and other useful information</li> </ul>	03/10	TC, HM KB SW	TC	Newsletter to be produced at least twice a year; sharing good practice
To established links with wider C&YP Services and associated partners –	<ul style="list-style-type: none"> <li>▪ Establish representation from the 3<sup>rd</sup> Sector</li> <li>▪ Explore access to community groups</li> <li>▪ Establish consultation with community groups</li> <li>▪ To maintain active involvement with the ABA</li> </ul>	03/10	TC, HH, HM	TC	Rep on steering group from 3 <sup>rd</sup> sector Tameside reps to attend NW Alliance meetings
Make resources available to schools to embed good practice	<ul style="list-style-type: none"> <li>▪ To develop the anti-bullying web pages</li> <li>▪ To establish a resources section on the web</li> </ul>	03/10	TC	NC	Web base established
To review the LA guidance	<ul style="list-style-type: none"> <li>▪ To establish a working partnership with the ABA to develop revised guidance</li> <li>▪ To build in the latest government information into the updated guidance</li> <li>▪ To include guidance on developing pupil / parent friendly school AB policy</li> <li>▪ To recommend the inclusion of AB statements in School prospectus</li> <li>▪ To consult on the new guidance</li> <li>▪ To make the guidance available</li> </ul>	03/10	NC, TC	TC	Draft guidance available for consultation
Promoting peer support training:	<ul style="list-style-type: none"> <li>▪ form a network for trainers</li> <li>▪ provide training to give accredited status to settings</li> <li>▪ support 20 settings in their accreditation</li> </ul>	03/10	TC,	TC	One trainer meeting 20 schools in the process of applying for accreditation. First cohort of schools / services accredited



<b>Theme</b> <b>Responsive Service and Timely Support</b> <b>Objectives:</b>	<b>Action(s) to be taken</b>	<b>Deadline</b>	<b>Co-ordinator</b>	<b>Person responsible</b>	<b>Outcome</b>
To develop systems to support Carers and parents [Supporting Parents Work Group development plan] who have concerns about bullying e.g. extend the use of SHARP	To provide SHARP for a further 4 high schools To provide consultation / training in the establishment of SSHARP for schools	01/10	TC, JH	TC	Feedback from 3 SHARP pilot schools collected Systems in place for parents and carers to express concerns about bullying.
Sharing and promoting new and current guidance	Develop a practitioner survey Awareness raising at AB steering group Plans established for dissemination Monitoring access via the networks	01/10	TC, HM, KB	TC	Feedback from practitioner survey
Facilitate annual events to raise awareness, involve stakeholders and share good practice	To support AB week with a focus on cyber bullying To run workshops for area clusters in school on discriminatory bullying	01/10	TC, AF, MB, AC	TC	3 sessions on discriminatory bullying and evaluation sheets. Cyber bullying task and record of schools response for anti bullying week November 22/09. Feedback from practitioner survey
<b>Theme</b> <b>Improving quality and capacity</b> <b>Objectives:</b>	<b>Action(s) to be taken</b>	<b>Deadline</b>	<b>Co-ordinator</b>	<b>Person responsible</b>	<b>Outcome</b>
To collect data: develop analysis from PASS; LBP networks; Healthy Schools reports; SHARP; OfSTED reports; Conference feedback	<ul style="list-style-type: none"> <li>o Anti-bullying charter: update the database</li> <li>o Reporting systems: monitor through LBP networks and record in the database</li> </ul>	03/10	TC, JL, SW, HM, KB	TC	Record on data base key issues from <ul style="list-style-type: none"> <li>• PASS summary</li> <li>• SHARP summary</li> <li>• Healthy Schools response</li> <li>• OFSTED comments</li> <li>• Conference evaluations</li> </ul>
Pilot : 'Life in Schools'	Revisit and review the questionnaire Pilot the survey with schools Evaluate the validity of the use and process	03/10	TC	TC	Life in School validated to support data collection for schools. Sample data analysis Increase in the estimated numbers of CYP having a positive attitude to school
To establish an Anti-bullying database	To secure consultant support To commission the data base To integrate current data sets to support the LA report card	03/10	TC	TC	Data base designed providing contextual information to inform anti-bullying work

To raise awareness of issues relating to bullying	To provide an update to Heads and Chairs meetings To promote the use of materials on discriminatory bullying	01/10	TC, YW	TC	Briefing at governors meeting Newsletter and conferences Session evaluations
To inform SIOs & SIPS of AB developments	To provide input to SIOs To consult SIOs & SIPS on sources of data for school improvement	01/10	TC	TC	Session at SIO briefing Data available to SIPS
To monitor schools reporting of incidents	To gather data on schools collating data on incidents, including the type and context To extend the use of SHARP in high schools To encourage schools to share incident data with the LA	03/10	TC, HM, KB, SW	TC	Recorded in data base Increase in the number of schools sharing data with LA

## Appendix 3



### DRAFT - Summary Sheet re Bullying Incidents Pupil to Pupil

This is a summary of bullying incidents from ..... to .....

Name of school / youth group / care home .....

#### Systems in place to record and monitor bullying currently used

#### We define bullying as

This definition is available in the policy, copies available from ..... and or on the web page at .....

Summary data for from ..... to ..... Total number of incidents .....

#### Analysis of incidents

Types of bullying incidents	Contexts of Bullying reported
Cyber bullying .....	Classroom .....
Racist bullying .....	Dining room .....
Sexist bullying .....	Corridors.....
Homophobic bullying .....	Playground .....
Bullying re disability / SEN .....	Toilets .....,.....
Bullying re physical Appearance .....	School transport .....
.....	On the way to and from school ....
Bullying re home Circumstances	Out of school activities .....
<ul style="list-style-type: none"> <li>• Looked After Child .....</li> <li>• Young Carer .....</li> <li>• Other home circumstances</li> </ul>	

(some incidents may involve more than one type or context)

## Summary of management of incidents

### Who dealt with the incidents?

Support staff .....

Class teacher .....

Form tutor .....

Head of Year .....

Senior Management .....

Head Teacher .....

Governor .....

External agencies .....

### Details of strategies used

Types of strategies: -

Number of incidents involved communication with: -

Parents / carers .....

This summary sheet completed by

Name ..... Role ..... Date .....