

Children and Young People's Partnership Strategy for Reducing Bullying

September 2006 – September 2007



The family friendly city where no child is left behind

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Introduction

Hull City Council has a long-standing commitment to reducing bullying so that children and young people are as safe as possible in their schools and communities. The City Council works in strong partnership with the voluntary sector on this issue. The development of this important area of work is guided by senior officers of the Local Authority who take an active interest in anti-bullying.

The Children's Services' Anti-bullying project has a proven record of successful and innovative practice in solution focused anti-bullying work, including the development of the support group approach (cited in current DfES Anti-bullying guidance, 'Don't Suffer in Silence' 2002 p29), in which for 80% of children the bullying stopped immediately. A more recently published article (in Educational Psychology in Practice) showed 92% of individual referrals reached a satisfactory outcome within 4 sessions of support. Recent evidence suggests that in more than 90% of cases, 135 in number, where victims of bullying have been supported, they reported positive outcomes.

An anti-bullying support group for young people who have experienced bullying, BOB, based at RAPP has been running weekly since 2003 offering on-going support, advice and advocacy. The Community Anti-Bullying Project offers anti-bullying advice and support to young people via a free phone service. Groups such as RAPP and CABP represent strongly the views of victims of bullying at the highest levels including the Children & Young People's Plan.

The TellUs survey conducted in June/July 2006 (page 8) confirms the conclusions drawn from our assessment of the evidence gathered locally on bullying. Bullying is a relatively small issue for most children and young people in Hull: however, for those who are bullied, it is a major issue for them. It is for this reason that bullying is included in one of the priorities in the Children and Young People's Plan:

Prevent children and young people becoming involved in, or affected by, crime and anti-social behaviour and bullying

The impact of policies and practice on young people is evident in schools inspected by OFSTED since September 2005. Young people are interviewed by inspectors who judge that pupils are free from bullying, racism and other forms of harassment in all schools inspected and that all schools take action to reduce bullying.

It is now timely that all services working with children in Hull embrace a strategy for reducing bullying that is consistent with developments resulting from the Children Act 2004, the RESPECT agenda and changes in inspection arrangements at school and Local Authority level. It is essential now that services in Hull offering support to children and young people who are victims of harassment and discrimination and aim to reduce bullying, are co-ordinated in their work with children and young people.

This strategy is owned by the Safeguarding Board and overseen by the Children and Young People's Delivery Board. It contributes to the Stay Safe and the Make a Positive Contribution Outcome Groups. The strategy will enable Hull to make better use of local expertise in this field and empower these services and providers to monitor and evaluate their support to children and young people in Hull.

Children and Young People's Services Strategy for Reducing Bullying

Definitions of bullying

Bullying is understood differently by different people. However, the different definitions begin to define what we in Hull understand as bullying.

Bullying is deliberately hurtful (including aggression), repeated over a period of time and difficult for victims to defend themselves against. (Bullying: Don't Suffer In Silence: DfES 2000)

This definition helpfully points to the repetitive nature of bullying that young people often describe. However, as a working definition for those seeking to eliminate such behaviour it is less helpful as young people's concerns would have to be checked against each element of the definition to be sure that their difficulty is bullying.

Intentional repetitive or persistent bullying of one person by another, when the relationship involves an imbalance of power. (Anti-Bullying Alliance)

Again, some key factors that often occur in bullying are usefully identified in this definition.

In Hull, the preferred definition of bullying relates directly to the experiences of children and young people. Based on the Macpherson Report 1999, it considers:

any incident which is perceived to be bullying by the victim or any other person.

This definition enables support to be provided swiftly for any perceived difficulties in school, out of school, or in any other location such as on line. It avoids the need to focus unduly on assessing from an adult point of view the objective severity of young people's concerns.

Bullying as understood by young people

'Concerns about bullying and racism feature highly in recent consultations that we have undertaken with children and young people in the city'. (Children and Young People's Plan p 44) However, bullying and racism take place in many locations and there is evidence from consultation with young people of their appreciation of the support they receive to reduce bullying, particularly in schools.

Bullying is a big thing for us and we need help with it.

It was good to talk about the bullying and how to deal with it.

It was useful 'cos it worked; they don't bother me any more

The sessions helped me sort my head and not to think bad things about myself. We think buddies and mentors are great and we would like more of them

At the Children's Parliament in July 2006, children and young people expressed relatively low levels of concern about bullying in schools, although bullying was a priority issue for a small number of children.

The National framework

Over the past eight years, legislation and formal guidance has sought to reduce bullying and discrimination. Hull's approach to reducing bullying is consistent with and builds upon this body of legislation and guidance.

- **The RESPECT agenda (2005)** seeks to create a modern culture of respect which the majority of people want. From the points of view of children and young people it involves:
Treating others in the way that you would like to be treated
Being able to be the way I am without being bullied or skitted. And vice versa
Not offending or damaging someone else's feelings
Appreciating someone, even though they're from another country and they're different
Consideration for others.
Attention is given to improving behaviour and attendance in schools and to providing support to parents through children's centres.
- **The Children Act (2004)** ensures that work to reduce bullying is understood in terms of the five outcomes for young people, that they should be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve future economic well-being.
- **OfSTED HMI 463 Bullying: effective action in secondary schools (2003)** states that good schools "understood that keeping pupils safe and helping them to manage relationships and behaviour are essential to raise standards".
- **Tackling Bullying: Listening to the views of Children and Young People (DfES 2003)** states that, "It is an essential aspect of consulting and supporting children and young people to reduce bullying. Consulting with pupils on the development of anti-bullying strategies should be considered an ongoing commitment on the part of schools, and not a one off exercise".
- **Bullying : don't suffer in silence 2002** is the DfES anti-bullying pack for schools which includes advice on a whole school policy on bullying, strategies to combat bullying and advice for pupils, parents and families.
- **The SEN Code of Practice 2002 (1.5 Fundamental Principles)** expects that the school 'meets the needs of children with SEN'.
- **The Race Relations (Amendment) Act 2000** includes a requirement for all schools to keep a racist incident/harassment record which is sent to the Local Authority each term.
- **The Special Educational Needs and Disability Act 2001** requires that schools ensure that disabled pupils are not discriminated against in admission.

- **DfES Circular 10/99** contains statutory guidance for schools relating to behaviour, including anti-bullying. It advocates pupils 'active involvement in anti-bullying and harassment policies'.
- **The Human Rights Act 1998** states that 'All forms of discrimination are prohibited' (Article 14).
- **The School Standards and Framework Act 1998** states that 'the headteacher shall determine measures to be taken with a view to preventing all forms of bullying among pupils' 61(4) (b).

The Results Based Accountability approach

The City Council is committed to strong partnership working and to ensuring positive outcomes for all young people. One of the main ways of delivering this is through the Results Based Accountability methodology as set out in the Children and Young People's Plan. In the plan, it is recommended that partners undertake Turning the Curve exercises to help focus on those actions that can improve performance. Such an exercise was conducted for Anti-bullying in January 2006.

As a result of collaborative planning through that exercise, all partner agencies are committed to the positive result that:

- all children and young people feel safe and are listened to, and
- action taken regarding their concerns is effective and positive for them.

It is recognised by all partners working with young people that progress towards this goal over the past four years has been intermittent but is steadily improving. This is because schools are now more aware of bullying and how to deal with it. However, all partners aim to ensure better outcomes for young people.

Agencies concerned with improving relationships between young people have stated a commitment to:

- promote positive relationships in the community and schools
The SEAL programme is having a positive effect on Primary Schools in the pilot.
- engage young people in finding solutions to their difficulties
All staff have received solution focused training. (The Parks Primary School)
- know the effectiveness of intervention by agencies from the points of view of young people
During National Anti-bullying Week, a school wide bullying survey has been carried out (Trinity House School)
- providing a strategic direction to champion proposals such as a What Works Conference

Underlying this approach is the strong commitment of partners to engage positively with all young people and to provide professional help so that those experiencing difficulties can find their own solutions to them. It is understood that all agencies are responsible for the evaluation of their own work based on the views of young people

on the extent to which they were helpful in improving relationships and reducing bullying.

The impact of anti-bullying work across the five outcomes

The vision Children and Young People's Plan is to make Hull a 'family friendly city where no child is left behind'. The aim is to ensure all children receive the support they need to Be Healthy, Stay Safe, Enjoy life, Achieve, Make a Positive Contribution and Achieve Economic Wellbeing. Bullying can affect children and young people achieving their potential in all these aspects.

Children's social and emotional development is being supported for example, by pre-school services in Children's Centres, through National Strategies within schools, and out of school through youth work. Hull's Anti-bullying project contributes to the excellent work carried out by a range of agencies, in a variety of settings, with a common goal of promoting a child & family friendly city.

We want to be sure that children and young people can feel confident that there is timely and effective support in place for any person that needs it. Wherever possible we want to involve children and young people themselves, for example in buddy schemes, support groups or peer-mentoring, because this is one of the most effective ways of promoting an anti-bullying culture.

Peer Counsellors (Guardians) are trained students who work with younger peers. They attempt to resolve low level bullying problems by working with the victim and bully to identify problems, explore solutions and defuse tension. (Kelvin Hall School)

Statement of Principles that guide anti-bullying work

All services for children in Hull are committed to reducing bullying.

This is achieved by addressing three over-arching priorities:

1. **Ensuring that there is a coherent approach to anti-bullying across Children and Young People's Services and with key partners**
 - inform elected members of the success of the strategy to reduce bullying through reports co-ordinated.

2. **Taking action to Reduce Bullying**
 - continually update an audit of partners' work to reduce bullying, discrimination and harassment by young people
 - evaluate the outcomes of available support as experienced by young people
 - identify patterns of discriminatory behaviour and take action where necessary
 - identify vulnerable groups who are affected by bullying in school or community
 - assess the risk of vulnerability to abuse and bullying in residential settings

- identify training, advice and support available to the workforce in the identification, prevention and management of bullying and harassment.

3. **Developing effective strategies to support victims of bullying**

- ensure children and young people who are victims of bullying, discrimination, harassment and crime are supported effectively and that outcomes are that bullying stops
- encourage children and young people to report bullying and discrimination so that its extent is known.

A position statement: Setting the Scene

The recent 'TellUs' survey conducted in June/July 2006 included responses from 617 children and young people aged between 10 and 15. Of these, 49% described themselves as feeling very safe and happy at school (3% better than National), 46% described themselves as quite safe and happy at school (1% below National), and 5% described themselves as not very safe and happy at school (2% below National). Of those who said they felt 'not very safe and happy at school', 60% of them said that school being stricter with bullies would help them to feel safer and happier.

When asked how safe they felt in the local area around the school, 25% said they felt very safe, 58% said they felt quite safe, and 17% said they felt not very safe. Of those who felt quite safe, 50% said that they would feel safer if there was more protection from bullies and gangs. Of those who felt not very safe, 67% said that they would feel safer if there was more protection from bullies and gangs. However, both of these responses were lower percentages than the national average responses from children and young people who had said they only felt quite safe or not very safe.

A survey of local available evidence on bullying indicates that children are safe in schools and schools take action to reduce bullying (Section 5 OFSTED inspections). Young people, in consultation on the Children and Young People's Plan expressed some concerns about bullying but confirmed that anti-bullying strategies are embedded in schools, referring for instance to Buddy systems. Parents' views in the Parenting Plan Consultation confirm that bullying and discrimination are handled well in the majority of cases, so that their children feel safe and their concerns are dealt with promptly.

There was help out there. You are not alone (Parent)

An analysis of locally gathered statistics identified vulnerable groups including

- children in special schools
- children in children's homes
- children transferring within KS 3 and 4
- children whose parents complain to the authority
- children whose parents elect to educate them at home

The national agenda suggests that racist bullying should be carefully monitored. In consultative conferences held by the DfES, participants reinforced the need to combat colour racism. They also referred to the following:

- anti-refugee prejudice
- anti-semitism
- anti-traveller prejudice
- Islamophobia

In a recent survey of Year 9 pupils in Hull on Racism, most respondents indicated that they thought the school environment was safe at least most of the time. However, a significant number had heard of or witnessed racist incidents within their school. Many pupils agree with the statement:

I want to stop racist fights and name calling but I don't know what to do. (Year Nine Pupil)

It is proposed to train the workforce to equip young people and staff to recognise racism and deal effectively with it when it occurs. Racist incidents are monitored; schools with unusual returns are followed up for further investigation and support where necessary.

Homophobia is fear of someone who is lesbian, gay or bi-sexual. National research finds that homophobic bullying is often present in an environment that fails to challenge and respond to homophobia. (Stand Up For Us: Challenging Homophobia in Schools). Homophobic bullying has been associated with absenteeism and truancy and those experiencing homophobia, while frequently more academically successful than average, are less likely than their peers to enter higher or further education.

Homophobic bullying tends to start before the onset of puberty and sexual development.

It's mainly done jokey if you dislike people – everyone gets called gay at times (Key Stage Two pupil)

Homophobic bullying does not just affect children and young people who later identify as lesbian, gay or bisexual. It can affect anyone who is perceived to be different.

Boys who are thoughtful, sensitive and clever can make others feel uncomfortable. Peers often try to marginalise them, labelling them as 'boffs' and 'gays' empowering them to denigrate the qualities that threaten them and bully the individuals. (Secondary school teacher).

The extent of homophobic bullying is not yet known in Hull but attention will be given to this issue.

The development of Social And Emotional Aspects of Learning (SEAL) is having a very positive impact on behaviour in Primary Schools through improving relationships in schools.

We are using the SEAL resources to focus in our circle time and assemblies; this includes concern for bullying (Maybury Primary School)

To summarise, present strategies appear to be working for most young people. However, vulnerable groups have emerged from local analysis and national research and these groups will be monitored and given targeted support.

- Young people are well supported in education settings (Section 5 OFSTED reports) through mentoring, peer support etc., showing good levels of support by school based staff.
We have a buddy system and use a designated teaching assistant to work with challenging behaviour or those in need of nurturing (Wansbeck Primary School)
Buddy bus stops have been introduced into the playground for somewhere for children who are feeling lonely to go to at break times. When a buddy sees someone stood next to a bus stop they will go over and play with them. Buddy's are elected by their fellow pupils and change termly. They are given their own special "buddy bib" so they can be easily recognised in the playground. (The Parks Primary School)
- Several schools have set targets related to improving anti-bullying strategies to achieve the old healthy schools standard.
- Other support is provided by social care and health, health services, youth services, RAPP and other projects showing that schools have good levels of awareness of services that can help the victims of bullying.
- The Community Anti-Bullying Project provides training and awareness for staff and young people in schools and other venues.
- An established anti-bullying working party, running for two years and led by Hull Social Care and Health children's complaints officer, provides a focus for bullying issues for Looked After Children.
- A training programme for residential staff has been designed and delivered by RAPP and the Community Anti-bullying Project.
- Agencies providing support meet regularly to co-ordinate key approaches such as engaging young people to find solutions to their difficulties.
- Partner agencies have undertaken a Turning the Curve exercise to help further improve provision. This has prioritised the need to focus on the wider agenda of keeping children safe and healthy by identifying and promoting existing good practice in schools and the wider community, on ensuring that identified vulnerable groups are adequately supported and on outcome based evaluation of anti-bullying work involving young people's own views.

Since the Turning the Curve exercise, other agencies have joined the regular anti-bullying meetings. The views that they bring, particularly with regard to 'hate crime' associated with racism and homophobia, provide some new priorities for all agencies. Current issues such as Cyberbullying can be addressed at this multi-agency group.

The Local Scene

Children and young people in Hull have access to various agencies for support to reduce bullying. These agencies include Local Authority provision and support provided by the voluntary sector.

Research and evaluation by some of these agencies has been recognised both nationally and internationally.

Agencies that provide support and advice to reduce bullying include:

Local

- BEST Teams: Winifred Holtby
Isaac Newton
Sir Henry Cooper
- Children and Young People's Services Anti-Bullying Project
- Community Anti-Bullying Project
- Connexions
- FASU – Family Assessment Unit
- Hull and East Riding Young Carers Project
- Hull Youth Council
- Inter-Agency Link Team
- KIDS – Parent Partnership Service
- Psychological Service
- RAPP – Rights and Participation Project
- Young Victims of Crime Project
- The Warren
- Hate crime co-ordinator
- Healthy Schools Team
- Pupils Services
- Humberside Police
- Young Victims of Crime Project

Regional

- Anti-Bullying Alliance (Yorkshire and Humber Region)

This support is supplemented by local, regional and national organisations whose websites are appended.

Priority 1

Ensure that policies to reduce bullying are in place, acted on, monitored and evaluated across the authority.

A. Present situation

All schools by law must have an anti-bullying policy.

Currently copies of anti-bullying policies have been requested from all Hull Primary, Secondary, Nursery and Special Schools as well as from the Pupil Referral Units (PRUs) and other units, to ensure that clear policies in combating bullying are in place, implemented and monitored at school level. Subsequently a report has been circulated to schools indicating that the majority of policies outlined positive aims and values and clear procedures. Many policies expect all staff and pupils to report bullying issues and the strategies used are clear. Schools were advised that policies could usefully refer to DfES guidance 'Don't suffer in silence' and that schools should consult with young people when writing and reviewing their policies. Schools were informed that guidance on writing Anti-Bullying Policies will be available as part of the Healthy Schools documentation. The expectation was made that schools will review, update and improve their policies and the practice on reducing bullying.

Liaison has been set up to support the monitoring of anti-bullying policies in Children's Homes, working with the Children's Home managers, the Social Care and Health Complaints Officer and RAPP.

B. Plans for the next 12 months

- School anti-bullying policies will be monitored and evaluated on an annual basis and a report sent to all schools highlighting the good practice across the authority and possible areas of improvement. An anti-bullying self evaluation accreditation will be offered to settings to enable them to review their anti-bullying philosophy, policy and practice. Young people will have a strong role in accrediting schools' anti-bullying practice. This will empower schools to highlight and share their good practice and celebrate their successes.
- Policies to reduce bullying in Children's homes will be monitored annually, involving interagency liaison with Social Care and Health, Education, RAPP and other voluntary sector providers. Reviews of Looked After Children will indicate where there has been bullying and the effectiveness of dealing with it. A six-monthly survey of young people in children's homes will enable any persistent cases to be brought to the attention of the Anti-Bullying Co-ordinator.
- Senior officers will report to elected members on the success of the strategy and outcomes for children and young people.

Priority 2

Quantify and take action to reduce bullying by children and young people

A. Present situation

i. To quantify the extent of bullying

Schools, children's homes and services supporting children and young people, presently hold statistics which reflect the extent of referred and recorded discrimination and harassment by young people. These have been collected in a draft report 'Anti-Bullying: A Survey of locally available evidence'. The results of the survey have been set out earlier in this document in the section 'A Position Statement: Setting the Scene'.

The Children Act 2004 provides a model for helping consider the continuum of services. "The challenge of an effective strategy is to use targeted and specialist services in a way that supports and empowers universal services, such as schools" – Behaviour Support Plan 2004.

ii. To take action to reduce bullying and discrimination

Most schools have well developed strategies in place to reduce bullying. Some examples are given throughout this document.

Various services support children and young people who are victims of bullying and discrimination. (Appendix I)

B. Plans for the next twelve months

i. To quantify the extent of bullying

In order to quantify the extent of action to reduce bullying data will be collected from young people, partner agencies and schools to add continually to the report 'Anti-Bullying: A Survey of locally available evidence'. The report will build on:

- i. Judgements from OfSTED section 5 inspections.
- ii. Information from and confidential web based survey of children and young people. The "Tell us" questionnaire will survey 600 children and young people to inform the Joint Area Reviews (JARS) about what it is like to live in Hull.
- iii. Statistics from agencies supporting children and young people in Hull.

Of particular importance will be data that show:

- i. The results of mass surveys of pupils' views conducted by schools and other partners. There has already been discussion of bullying in schools at the first meeting of the Children's Parliament, where concern for bullying was not particularly high amongst delegates. However, the potential for the Children's Parliament to provide further data on pupils' perceptions of bullying is recognised.
- ii. The impact as perceived by young people of the effectiveness of partners' actions to reduce bullying by broad preventative measures and individual case-work.

These data, collected annually, will enable judgements to be made in relation to the Outcomes Framework, particularly to Staying Safe and Making a Positive Contribution.

Having collated the evidence, Children and Young People's Services in Hull will be able to monitor and evaluate the effectiveness of support available, as well as provide evidence for internal and external scrutiny.

ii. To take action to reduce bullying and discrimination

Data from the services available to children and young people in Hull to reduce bullying, will be collated, monitored and evaluated. This will enable the young people in Hull to access appropriate services to meet their needs as well as encouraging these services to develop and share their best practice.

- i. Data collection will be undertaken annually to quantify the effectiveness of support to reduce bullying of young people in Hull.

A directory of partner services will be made available to both children and young people and parents and carers.

- i. The directory will indicate what training, advice and support is available to children and young people, parents, carers and staff on identification, prevention and management of bullying and harassment. The updating of this directory will be an ongoing process.

Support from Residential Resource Managers in Social Care and Health will enable the monitoring and evaluation of risk assessments regarding vulnerability to abuse and the bullying of young people in care in residential settings.

The Local Safeguarding Board will be engaged in supporting preventative anti-bullying work across schools and other locations where young people might experience bullying.

Priority 3

Ensure support for children and young people who are victims of bullying, discrimination, harassment and crime

A. Present situation

i. Ensuring support for victims

Children and young people who are victims of bullying, racism, homophobia, discrimination and crime can access support through;

- their educational settings
- social care and health
- health services – including mental health
- youth services
- Children and Young People's Services Anti-Bullying Project
- Community Anti-Bullying Project
- Connexions
- FASU – Family Assessment Unit
- Hull and East Riding Young Carers Project
- Hull Youth Council
- Inter-Agency Link Team
- KIDS – Parent Partnership Service
- Psychological Service
- RAPP – Rights and Participation Project
- Young Victims of Crime Project
- The Warren
- Hate crime co-ordinator
- Healthy Schools Team
- Pupils Services
- Humberside Police
- Young Witness Scheme
- BEST Teams

B. Plans for the next 12 months

i. Ensuring support for victims of bullying

Targeted support will be provided for identified vulnerable groups including;

- children in special schools
- children in children's homes
- children transferring within KS 3 and 4
- children whose parents complain to the authority
- children whose parents elect to educate them at home

and potentially vulnerable groups including;

- children experiencing racist bullying
- children experiencing homophobic bullying

A directory of services will be

- in place
- circulated widely and
- updated annually.

Children and young people will be informed as to the support available to them if they are victims of bullying, discrimination, harassment and crime.

The annual survey will also highlight the strengths and weaknesses of current patterns of support. Services that offer support can be informed of their successes and resources can be targeted on areas of need. Children and young people will be made aware of their availability through:

- the directory
- posters
- website information
- children's information services.

A. Present situation

i. Encouraging reporting by victims of bullying

Children and young people are encouraged to report bullying including racist and homophobic bullying and discrimination.

In schools

Procedures set out in Anti-Bullying Policies are put into practice – including reporting to anti-bullying co-ordinators, learning mentors, buddies, peer mentors, Heads of Year and through help boxes.

In residential settings

Children and young people report bullying through House meetings and discussions with Social Care and Health, Complaints officer, RAPP staff, social workers, education co-ordinators for Children in Need.

In other settings

Such as

- Youth Service
- Sporting activities
- Social events

Children and young people are encouraged to report bullying and discrimination through the procedures available in those settings.

B. Plans for the next 12 months

With the development, updating and expansion of the directory, children and young people will become more aware of the support available to them. This will empower them to report bullying and discrimination.

The distribution of the directory will be widened to include more clubs and settings where children and young people should feel safe.

There will be an expansion of ways made available to young people to access support through websites, help lines, cards, flyers, posters etc.

Children will be surveyed so that the impact of information on their reporting bullying can be assessed.

Conclusion

The way forward:

There are clear and effective strategies in place to support victims of bullying including looked after children (LAC) and pupils with SEN. It is time now to extend, monitor and evaluate services particularly with regard to their impact on the vulnerable groups that have emerged in our recent work. Inspection evidence and other data from services supporting children and young people in Hull are increasingly available resulting in effective support to reduce bullying. This enables services supporting victims of bullying to target their resources to local areas of need and to identify other priority groups.

The statistics collated will also enable Children's Services in Hull to report particularly on the outcomes Stay Safe and Make a Positive Contribution in the Annual Performance Assessment (APA) and the Joint Area Review (JAR).

Summary:

- School Anti-Bullying Policies will be monitored and evaluated on an annual basis
- Children's Homes Anti-Bullying Policies will be monitored on an annual basis
- The success of the strategy will be reported to elected members annually
- Statistics will be gathered annually. These will be obtained by means of surveys, inspection judgements and reports from services. This will include the results of mass surveys conducted by schools and other partners and the impact as perceived by young people of the effectiveness of local services' actions to reduce bullying
- A directory will provide information on services available to support victims of bullying. It will be updated and distributed widely on an annual basis to children and young people. Children and young people will have greater access to targeted support if they are victims of bullying, discrimination, harassment and crime.
- The proportion of looked after children and pupils with SEN who report being affected by bullying and discrimination will be identified in liaison with Social Care and Health.
- Targeted support will be provided for identified vulnerable groups including children in special schools, children in children's homes, children transferring within Key stages 3 and 4, children whose families complain to the authority and children whose parents elect to educate them at home children experiencing racist bullying and children experiencing homophobic bullying.
- Further data will be gathered to assess the incidence of homophobic bullying and racist bullying and any other forms of bullying that might be identified.
- Risk assessment of vulnerability to abuse and bullying in residential settings will be monitored in liaison with Social Care and Health
- Training, advice and support will be made available to staff on the identification, prevention and management of bullying and harassment
- The local Safeguarding Board will be engaged in preventative work encouraging children and young people will be encouraged to report bullying and discrimination.

- Positive relationships will be promoted through the roll out of Social and Emotional Aspects of Learning to primary schools and the development of this approach in Secondary schools
- Innovative and proven practice such as 'solution focused approaches' will be used still more widely by more LA staff and by partners, particularly to support vulnerable groups of young people

This Strategy for Reducing Bullying will facilitate the monitoring of policies, the reduction of bullying and the support for victims of bullying, discrimination, harassment and crime.

Children and young people in Hull will stay safer, be able to make a positive contribution to life in Hull and develop positive relationships and choose not to bully and discriminate.

The year 8 school council at Archbishop Thurstan Church of England Voluntary Controlled Secondary School and the whole school council at the Parks Primary School have participated in consultation sessions regarding this document.

Both councils offered very helpful suggestions, particularly in relation to the distribution and user friendly links of the directory.

APPENDIX I

Winifred Holtby School BEST Team

Address: *Winifred Holtby School Dorchester Suite, Midmere Avenue. Bransholme, Hull*

Telephone: *01482 372343*

Email: *bestteamwh@hotmail.com*

Referral Procedure: *Through their school.*

Clients who can access the service: *Students who attend Winifred Holtby or any of their feeder primary schools.*

Groups of clients who would particularly benefit from the support of the service: *Children who are on the verge of permanent or fixed term exclusions. Children with difficulties around anger management and self-esteem.*

This service is both targeted and specialist to children within the schools in the surrounding area.

Support available: *The BEST team offer one to one work, advice and support with alternative education for key stage four pupils. They offer a counselling service and workers from PAYP and the inter-agency link team work within the school.*

Training: *During the summer break the BEST team hold a summer programme of activities for the children to teach them how to stay safe. They also offer staff a day's training on child protection.*

Hull East BIP/BEST Team

Address: *Excellence in Cities, Maybury P.S. Site, Maybury Rd. Hull. HU9 3LD*

Telephone: *01482 709313*

Email: *mandywalker@eichull.com*

Referral Procedure: *Through a referral form or by phoning the team for a verbal referral.*

Clients who can access service: *The age range covers 5-16 year olds and the service covers all external agencies, self referrals, parents and carers. The team mainly work with pupils who attend their feeder primary schools as well as pupils who already attend Isaac Newton.*

Groups of clients who would particularly benefit from the support of the service: *The service is specifically aimed at children who show extrovert and introvert behaviour of concern and those who are at risk of exclusion. The team also work with those who perpetrate and are victims of bullying and have an advocacy and counselling service for their service users. They work with children who have a poor school attendance and with complex social and emotional difficulties.*

This service is both targeted and specialist to children within the schools in the surrounding area.

Support available: *The BEST team are open Monday to Friday 9:00am until 5:00pm including the school holiday periods.*

Training: *BEST training packages includes basic signs and symptoms of harm, signs of early psychosis, basic counselling skills, who are BEST and how a multi-agency team function and the common assessment and framework structure..*

The Warren

Address: *Counselling, Information and Advocacy, 47-49Queens Dock Avenue, Hull, HU1 3DR*

Telephone: *01482 218115*

Email: *empower@empower.karoo.co.uk*

Referral Procedure: *We encourage a self-referral procedure. Most young people turn up on a drop in basis or phone to make an appointment. We are happy to respond to any young person's enquiry in the way that they are most comfortable; drop in, appointment, phone, face to face, or with a supportive friend/worker. As a referrer you can ring/drop in for an informal chat and if you have the young person's permission you can book an appointment on their behalf. It is important that young people's authority is respected and that they are not being talked about.*

Groups of clients who would particularly benefit from the support of the service: *Any young person who may want to talk in a confidential, safe space about any issue, including bullying.*

The service is targeted at young people aged 14-25

Support available: *The centre is open 10-4 Tuesday to Friday offering a counselling, advocacy service and helping people with their welfare rights, debts, housing and any sexual health information and pregnancy testing. They also offer group work and courses. The wider Warren is open 10-5.30. They also run evening groups, shout, men's/women's self harm group and monthly walking group.*

Training: *The "Can Do" section at The Warren provides a range of formal and informal learning including accredited courses open to 16-25 year olds.*

RAPP Rights and Participation Project

Address: 47-49 Queens Dock Avenue, Queens Dock Chambers, Hull

Telephone: 01482 225855

Email: *craig@rapp.karoo.co.uk*

Referral Procedure: *Self referrals from children and young people and professional and agencies with the young person's permission.*

Clients who can access service: *Children and young people aged 9-21, although this is a guideline age range and they aim not to turn any young person away.*

Groups of clients who would particularly benefit from the support of the service: *Children and young people in need or at risk; who may be living in local authority care, experiencing family crises, young people experiencing problems at school such as bullying.*

This service is a universal provision for all.

Support available: *One-on-one support/advice/advocacy with a RAPP worker, focused groups (anti-bullying group – BOB – Bog Off Bullies running weekly for two separate groups) Junior BOB for new members and senior BOB for more established members.*

Training: *RAPP offers training to a range of professionals on a number of subjects including Anti-Bullying. This training is often led by Rapp's young people training consortium; TLC which is a group life experiences young staff who design and facilitate various training programmes alongside RAPP staff.*

Young Victims of Crime Project

Address: *Hull Victim Support, 79 Spring Bank, Hull, HU3 1AG*

Telephone: *01482 211749*

Email: *helenhullvss@yahoo.co.uk*

Referral Procedure: *Self referral or other agency, by telephone*

Clients who can access service: *Age group 5 – 16 years*

Groups of clients who would particularly benefit from the support of the service: *All victims of crime including bullying*

This service is a universal provision for all.

Support available: *Emotional, practical and advocacy.*

Training: *In house training, other agency training and self help group.*

Hull Parent Partnership Service

Address: *Kids, St Andrews House, Newland, Cottingham Road, Hull HU6 7RH*

Telephone: *01482 467540*

Email: *sue.c@kids-yorkshire.org.uk*

Referral Procedure: *Open referral.*

Clients who can access service: *Parents of children with special educational needs aged 0-19.*

Groups of clients who would particularly benefit from the support of the service: *Parents and children with special educational needs and disabilities.*

This service is a specialist provision.

Support available: *Independent information, advice and support. Support in meetings at school with the LEA etc.*

Training: *IPS training course – open to potential volunteers, parents and staff giving an overview of the SEN Code of Practice, statutory procedures, exclusions, mediation and tribunals.*

Hull Youth Council

Address: *c/o Kingston Youth Centre, 48A Beverley Road, Hull. HU3 1YE*

Telephone: *01482 585297*

Email: *nickie.johnson@hullcc.gov.uk*

Referral Procedure: *Open access project.*

Clients who can access service: *Children and young people aged 11-25y.*

Groups of clients who would particularly benefit from the support of the service: *Young people wishing to raise and campaign and their ideas and issues. Young people who would like to take part in decision making in their schools and local area and the City as a whole. Young people who would develop their citizenship. We also offer work experience and volunteer opportunities.*

This service is a targeted provision.

Support available: *The service works various hours to suit young people including evenings and weekends. Our office base is open 9-5 five days a week.*

Training: *The service offers various training packages to their workers. For young people they are offered the opportunity to do work experience for the service and the offer various volunteer placements. They do OCN Level 1 training courses in Recruitment and Selection, Media Awareness, Effective Campaigning and Mystery Shopping.*

Hull and East Riding Young Carers

Address: 46 Middle St, Driffield, East Yorkshire, YO25 6SS

Telephone: 01377 272774

Email: nesdc@nch.org.uk

Referral Procedure: Referral form accessed by phone or email

Clients who can access service: Children and young people up to 18 who provide substantial care for an adult relative who is disabled or long term ill.

Groups of clients who would particularly benefit from the support of the service: As above

This service is a targeted and specialist provision.

Support available: Individual work, focused group work, support activities and newsletter.

Anti-Bullying Alliance (Yorkshire and Humber Region)

Address: Horton House, Southlink Business Park, Hamilton Street, Oldham

Telephone: 0161 6281213

Email: jstead@nspcc.org.uk

Referral Procedure: Direct contact through telephone or email.

Clients who can access service: Professionals whose work related to schools and communities – especially bullying.

Groups of clients who would particularly benefit from the support of the service: The service offers training for children and young people.

This service is a specialist provision.

Support available: Consultancy and training.

Training: Bullying: Peer support/peer mediation

Inter Agency Link Team

Address: *WEST Team, Family Resource Centre, 50 Pearson Park, Hull HU5 2TG.
EAST Team, Sutton View, 24 Shaftesbury Avenue, Holderness Road, Hull, HU8 9BH*

Telephone: *West – 01482 336130 East – 01482 336141*

Referral Procedure: *Via the appropriate service professional, such as your G.P, school nurse, health visitor, any multi-agency project, education psychologists, educational welfare officers, social workers, family resource centres or any agreed voluntary agency. Referrals can not be made directly from the family.*

Clients who can access service: *Children, young people and families.*

Groups of clients who would particularly benefit from the support of the service: *Children, young people and their families experiencing emotional, behavioural and mental health difficulties.*

This service is a specialist referral provision.

Support available: *Provides an enabling support service, access to special service and advice to parents who may benefit from additional support.*

Training: *Support primary care workers in relation to identified training needs.*

Connexions, Humber

Address: *Alfred Gelder Street, Hull, HU1 2AY*

Telephone: *01482 350150/0808 1804636*

Email: info@connexionshumber.co.uk

Website: www.connexionshumber.co.uk

Referral Procedure: *Through schools, colleges and training providers. Or for those who aren't in full time education by visiting connexions centres and community or youth centres.*

Clients who can access service: *13-19 year olds, either in full time education or employment.*

Groups of clients who would particularly benefit from the support of the service: *Young people requiring advice, guidance support and encouragement in their personal development.*

This service is a universal provision for all.

Support available: *Provide advice, guidance and personal development service via a Connexions Personal Adviser within most schools. Open Monday – Thursday 9-5 and Friday's 9-4:30*

Training: *Provide help and information on drugs, alcohol, depression and people who are homeless or who are at risk of being made homeless. The service works closely with social services, voluntary and community organisation, youth homeless agencies and the teenage pregnancy unity and youth justice board.*

City Psychologists

Address: *Essex House, Alfred Gelder Street, Hull*

Telephone: *01482 613783*

Email: Bernard.levey@hullcc.gov.uk

Referral Procedure: *Via Schools.*

Clients who can access service: *All pupils from year 5-11.*

Groups of clients who would particularly benefit from the support of the service: *Pupils who want to become peer mentors.*

This service is targeted.

Anti-Bullying Project – Children and Young People’s Services in Hull

Address: SENSS, Priory Centre, Priory Road, Hull, HU5 5RU

Telephone: 01482 616660

Email: *gail.holdorf@hullcc.gov.uk*

Referral Procedure: *Open referrals taken from any concerned person.*

Clients who can access service: *Pupils who live or attend a school in Hull aged 5-16.*

Groups of clients who would particularly benefit from the support of the service: *Pupils who perceive they are being bullied in school.*

This service is a universal and targeted provision for all.

Support available: *Individual, group support, advice, whole school support.*

Training: *Solution focused brief therapy.*

Community Anti-Bullying Project

Address: 5-7 New George Street, Hull, HU2 8AX

Telephone: 01482 214124

Referral Procedure: *Usually by telephone*

Clients who can access service: *The service is for young people aged 5-16 years*

Groups of clients who would particularly benefit from the support of the service: *Young people who are bullied and those bullying. The service also offers support and information to parents, carers, schools and other relevant youth led organisations.*

The service is targeted.

Support available: *The centre is open from 9am – 4.30pm. The services which are offered include individual work and workshops within school. They also offer information, advocacy, mediation and a free phone helpline – 0800 9154545*

Training: *Self esteem, confidence building etc within the workshops.*

Sir Henry Cooper School BEST Team

Address: 101 Greenwood Avenue, Hull HU9 6NX

Telephone: 01482 809333

Referral Procedure: Children can be self referred by their parents or a recommended referral can come from the school. The teacher or any concerned member of staff within the school would have to speak with the BEST Liaison worker who would pass on any relevant information.

Clients who can access service: *Children and young people ages 5-13, families and schools in the north Hull area.*

Groups of clients who would particularly benefit from the support of the service: *The BEST project works with children, families and schools to promote emotional well being, positive mental health and positive behaviour. They do this through the provision of multi-agency support in schools and with individual families. They work with children and young people who are at risk, experiencing emotional and behavioural difficulties and children who are most at risk of truanting.*

The service is universal.

Support available: *Work with families and schools in the local area to try to resolve any educational or behavioural problems they may be experiencing. They run support groups which include self-esteem, an anti-bullying project, parenting classes and a mother and toddler drop in centre for children at risk. They offer educational support and advice to parents, carers and teachers.*

Training: Anything that comes up and staff feel is relevant to them, such as youth work. All the staff are individually trained in their subject area and any course which staff feel are relevant to them are made available. The main training they offer to service users are parenting and skills classes.

Useful Websites:

www.hullcc.gov.uk/childrenandyoungpeople/index.php local website offering a directory of services within the city.

www.anti-bullyingalliance.org has links to many websites

www.childline.org.uk offers advice on setting up a peer support programme. .

www.bullying.co.uk has lots of useful advice for combating bullying

www.lifebytes.gov.uk gives 11-14 year olds lots of fun and interesting facts about health related matters.

www.stoptextbully.com has advice on the different forms of bullying, especially electronic ways.

<http://www.bbc.co.uk/radio1/onelife/personal/bullying/> provides information on what bullying is, what we can do to prevent and gives people the chance to talk about their own experiences of bullying.

<http://www.kidscape.org.uk/professionals/racistbullying.shtml> provides information on what racist bullying is and how it can be tackled.

<http://www.intercomtrust.org.uk/> provides information about lesbian, gay, bisexual and transgender bullying.

<http://www.queeryouth.org.uk/> online forum for gay and lesbian youths, offers advice and information

<http://www.stonewall.org.uk/> Stonewall has been working for equality and justice for lesbians, gay men and bisexuals in the UK since 1989. Stonewall works in a number of different areas, including lobbying for legal change, policy development and providing information and advice to organisations and individual.

<http://www.safraproject.org/> The Safra Project is a resource project working on issues relating to lesbian, bisexual and transgender women who identify as Muslim religiously and/or culturally.

<http://www.jqlg.org.uk/> The JGLG is the longest established Jewish gay group in the world. They aim to provide an atmosphere of friendship and support for Jewish gays, lesbians, bisexuals and their partners, and organise social, religious and informative events for their members and their guests.

Anti-bullying Action Plan 2006 - 07

Anti-Bullying Action Plan 2006-7

Desired outcome	Action Required	Key milestones/ measures	Date for completion	Resources required	Lead Officer
Elected members take an active role in steering anti-bullying work	Report to elected members on the aspirations and success of the strategy and reformulation of the strategy in line with their views	Report to elected members	March 2007	Officer time	Gail Holdorf Anti-bullying coordinator Youth Parliament, Hull Youth Council
Children and young people report with confidence bullying in all its forms is dealt with effectively	<p>Articulate an informed view of the extent of bullying in Hull</p> <p>Collect statistics from surveys, inspection judgements and reports from services.</p> <p>Include the results of mass surveys conducted by schools and other partners.</p> <p>Include the impact as perceived by young people of the effectiveness of local services' actions to reduce bullying</p>	Update and extend the survey of locally available evidence February 2007	July 2007	Officer time	Dez Allenby Head of SENSS Youth Parliament, CAB Project, RAPP, Race Relations Officer Humberside Police, Hate Crime Coordinator

	<p>Report the findings to young people in a form that they can easily understand</p> <p>Be secure that the extent of bullying is significantly less than for statistical neighbours</p>				
Bullying issues are dealt with as effectively as possible in schools	<p>Monitor, assess the effectiveness and support School Anti-Bullying Policies</p> <p>Encourage schools to undertake Anti-Bullying Accreditation through supported self review</p>	<p>Policies collected Report completed</p> <p>Number of schools working to accreditation</p>	<p>January 2007 May 2007</p> <p>March 2007</p>	<p>Officer time</p> <p>Officer time Young people time</p>	<p>Gail Holdorf Anti-bullying coordinator RAPP, Youth Council, CAB Project</p> <p>Gail Holdorf Anti-bullying coordinator City Psychological Service</p>
Ensure that strategies are in place to dealt effectively with bullying in children's homes	<p>Children's Homes Anti-Bullying Policies to be monitored on an annual basis and their effectiveness assessed</p> <p>Monitor the risk assessment of vulnerability to abuse and bullying in residential settings</p>	<p>Policies collected Report completed</p> <p>Collect data and assess their impact</p>	<p>January 2007 April 2007</p>	<p>Officer time</p>	<p>Debbie Witty, Complaints Officer Social Care and Health Gail Holdorf Anti-bullying coordinator RAPP</p>

<p>Ensure that Looked After Children report with confidence that bullying is dealt with effectively</p>	<p>Identify the proportion of looked after children who report being affected by bullying and discrimination in liaison with Social Care and Health and make provision to reduce the proportion</p>	<p>Survey Looked After Children every 6 months</p> <p>Compare findings with previous data</p> <p>Ensure staff are trained to support victims and reduce incidents</p>	<p>By March 2007 and September 2007</p>	<p>Officer time</p>	<p>Debbie Witty, Complaints Officer Social Care and Health Safeguarding Children's Board, RAPP</p>
<p>Improve access to support for the victims of bullying</p>	<p>Produce contact details of services available to support victims of bullying.</p>	<p>Ensure that the directory is distributed widely to children and young people and service providers.</p> <p>Ask children and young people to indicate if they feel they have greater access to targeted support if they are victims of bullying, discrimination, harassment and crime.</p>	<p>December 2006</p> <p>May 2007</p>	<p>Officer time Printing costs (£5k) Website development Hull in Print Press Office</p> <p>Survey</p>	<p>Gail Holdorf Anti-bullying coordinator RAPP, CAB Project, Humberside Police, Victim Support</p>

<p>Identified groups feel less vulnerable and receive targeted support</p>	<p>Provide targeted support for identified vulnerable groups including children in special schools and others with SEN , children in children's homes, children transferring within Key stages 3 and 4, children whose families complain to the authority and children whose parents elect to educate them at home. Be alert to concerns regarding racist and homophobic and disability bullying</p>	<p>Raise awareness of vulnerable groups through communications and training Provide targeted support for any victims from vulnerable groups Report on the success of action taken</p>	<p>May 2007</p>	<p>Officer time</p>	<p>Gail Holdorf Anti-bullying coordinator Humberside Police, RAPP, CAB Project, City Psychological Service, KIDS</p>
<p>Reduce homophobic and racist bullying in line with the RESPECT agenda</p>	<p>Collect data to assess the incidence of racist bullying, improving compliance and enabling support to be targeted. Ensure the workforce is trained to enable young people and staff to recognise racism and deal with it effectively when it occurs. Pilot and evaluate work on homophobic bullying with 5 schools, including developing a staff training package.</p>	<p>Interim report Final report</p>	<p>January 2007 June 2007</p>	<p>Officer time</p>	<p>Gemma Allenby Clare Daybell RAPP, The Warren</p>

Members of the workforce use the best available methods when working with troubled young people	Ensure through training, that innovative and proven practice such as 'solution focused approaches' are used still more widely by more LA staff and by partners, particularly to support vulnerable groups of young people.	Training programme in place Training take-up analysed	October 2006 June 2007	Officer time Access to Solution Focused training (from schools' services, partners' training budgets) Listening to Children	Gail Holdorf Anti-bullying coordinator RAPP, Children's Safeguarding Board, RAPP, CAB Project, City Psychological Service
Improve relationships between children and young people in schools	Promote positive relationships through the roll-out of Social and Emotional Aspects of Learning to primary schools and the development of this approach in Secondary schools	Report on the success of the roll-out of SEAL and SEBS	June 2007	Officer time	Sue Young Behaviour Support Manager
The help given to young people matches their needs and aspirations	Promote greater involvement of young people in planning provision (more than just consultation) Engage the local Safeguarding Board in preventative work to encourage children and young people to report	Evidence that young people contribute to anti-bullying accreditation Feedback from What Works? Conference Evident visible leadership by senior officers and elected	February 2007 June 2007 By September 2007	Officer time Events costs (£10k)	Gail Holdorf Anti-bullying coordinator Anti-bullying Turning the Curve group, Youth Parliament, Humberside Police

	bullying and discrimination including a What Works ? conference	members including championing some high profile events and strategies			
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