

# anti-bullying policy

and guidance for organisations working  
with children and young people



### **Notes about the anti-bullying policy**

This partnership policy provides guidance to all organisations in Lewisham that offer services to children and young people. It includes a template to support organisations in developing or revising their own anti-bullying policies and a bullying incident action flow chart, which can be adapted to meet the needs of an organisation. There is also a sample incident monitoring form, which can be adopted and used by any organisation for internal monitoring purposes.

For those looking simply to update their own policies, a route through the coloured boxed text should provide a guide with a minimum amount of reading.

The local authority has a responsibility to undertake monitoring of the level of bullying within its boundaries. This document suggests how we will carry out our statutory duty with schools and other services provided directly by the local authority. Other organisations are encouraged to provide the results of their monitoring. This policy suggests that annual surveys of young people of certain ages will provide sufficient data to identify trends.

Within the document, the word 'organisation' refers to any agency from the statutory, voluntary or independent sector that works with children and young people.

Use of the word 'we' in the document refers to the knowledge, views and intentions of the Lewisham Safeguarding Children Board and the Children and Young People's Strategic Partnership Board.

References can be found on page 47.

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# Introduction

All children and young people living, working, being educated or socialising in the London Borough of Lewisham have the right to go about their daily lives without the fear of being threatened, assaulted or harassed. Lewisham's Children and Young People's Partnership is committed to providing safe environments for children and young people, and therefore to effectively addressing bullying behaviour so that the incidence of all forms of bullying is minimised.

No one should underestimate the impact that bullying has on young people's lives. It can cause high levels of distress, affecting young people's well-being, behaviour and social development right through into adulthood. When bullying is brought to our attention, prompt and effective action must be taken. Children and young people exhibiting bullying behaviour need to be held accountable for their actions by being given opportunities to learn about its impact on others, to make efforts to repair the damage they have caused and to change their behaviour. Those on the receiving end of bullying need to be confident that the bullying will stop and that they can feel safe in their own environment; they may also need help in restoring the balance of power between them and the person or group of people responsible for the bullying. All young people affected – whether they witness or exhibit bullying behaviour, fall victim to it, are stuck in a bully-victim cycle – need appropriate emotional and practical ongoing support during and following incidents of bullying.

Bullying can take place anywhere in our community. Addressing bullying is therefore not just an issue for schools, but also for parents and carers, all organisations working with children and young people, and the wider community. This policy aims to support a joint approach, through partnership work around the Children and Young People's Plan, to addressing bullying, wherever and whenever it involves children and young people.

This document is intended to supplement and support the work both of Lewisham's Safeguarding Children Board and the objectives of the Children and Young People's Plan. We hope you find it useful.



**Alastair Pettigrew**  
Chair of Lewisham Safeguarding Children Board



# Chapter 1

## About Lewisham's anti-bullying policy

### 1. Vision and Context

#### 1.1 National context

Bullying, and anti-bullying strategies, currently have a high profile nationally and are frequently reported in the media. Incidents of bullying involving young people can take place anywhere, including school and youth club settings; on public transport; at transport interchanges; on the street and at other places where young people gather such as parks and shopping centres. The types of bullying taking place among children and young people have significantly expanded from the playground bullying with which most people will be familiar. Advancements in technology in the last five years have brought an explosion in the use of information communication technology (ICT) by young people, some of whom use this as a way to bully others, known as cyber-bullying. Anecdotally, it is also widely accepted that the use of homophobic language as bullying behaviour has increased in schools over recent years.

In general, there is much more national research available about bullying in schools than in other sectors of the community. The most recent OfSTED *Tell Us 2* survey (Spring 2007)<sup>1</sup> involved 111,325 children and young people across 141 local authorities. Of the young people surveyed, 17% said they had been bullied a couple of times in the last month. 4% said they were bullied on average once a week, 3% two-three times a week and 5% most days. 57% of those surveyed thought their schools dealt with bullying very or quite well and 30% not very well or not well at all.

The recent Anti-Bullying Alliance research briefing about bullying in the community cites a small, but most comprehensive, British survey undertaken about bullying in the community involving young people, which questioned 181 young people about their experiences.<sup>2</sup> This study found that bullying in the community is more likely to take place in inner city, urban environments and identified four common types of bullying behaviour, most frequently imposed on younger children by older children: barging in, extortion, intimidation and name calling. Boys were more affected by this behaviour than girls, although the researchers point out that the study may have underestimated the amount of relational, non-physical bullying occurring in the community between girls.

Stonewall's 'The School Report' (2007)<sup>3</sup> investigated the experience of 1145 young lesbian, gay, bisexual and transgender (LGBT) people in British schools. It found that 65% of LGBT young people have experienced verbal or physical bullying (75% in faith schools); of that 65%, 50% have truanted because of bullying. 17% of this group of young people have received death threats. In London during 2006-7, 64,468 crimes were committed against young people by young people. Of these crimes, 11% were racist, 18% were faith-related (9% connected to Islamophobia), and 4% were homophobic.<sup>4</sup>

## 1.2 Lewisham's vision

*'Together with families, we will improve the lives and life chances of the children and young people in Lewisham by ensuring that they are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being'.<sup>5</sup>*

Our vision is underpinned by three key values:

- We will put children and young people first every time.
- We will work with parents to be ambitious in meeting the needs and aspirations of all our children and young people.
- We will make a positive difference to the lives of children and young people.

## Our drivers

Our vision and our values are embedded through the commitment of the Children and Young People's Partnership Board to six drivers which provide the strategic framework for all of our work.

- 1. Collaboration:** We ensure that there is co-ordination across all services so that boundaries are invisible to parents and children.
- 2. Listening to children, young people and families:** We continue to develop our ways of working so that children, young people and their families are routinely engaged in service design and delivery.
- 3. Locality structures:** We seek to deliver services as close to the communities they serve as possible, developing our local structures so as to increase access and respond to local needs.
- 4. Tackling poverty:** We work collaboratively to reduce poverty and the barriers it creates to improve the quality of life of children, young people and families.
- 5. Targeting resources:** We ensure we meet needs in creative ways and, where appropriate, devolve resources to a local level.
- 6. Evidence-based approaches:** We use data and information to support innovation, ensure services are effective, and predict future levels of need.

## 1.3 Every Child Matters and Lewisham

Our Children and Young People's Plan (CYPP) was developed in 2005 and endorsed by the Children and Young People's Strategic Partnership Board. It outlines our shared objectives and what we will do to enable children and young people to achieve against the five Every Child Matters (ECM) outcomes – Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being.

We recognise that bullying causes physical, social and/or emotional harm to children and young people, and that this affects their ability to reach their potential both socially and academically. For these reasons, addressing bullying is one of our key objectives in the CYPP. Our anti-bullying actions are spread across all five ECM outcomes (see Appendix 3 on page 56) and cover a range of preventative and intervention strategies to address bullying in all organisations that work with children and young people.

## 2. National and local context

### 2.1 Legislative framework and guidance

In addition to the Every Child Matters agenda, there is a comprehensive legislative framework that has been taken into account in forming this Anti-Bullying Policy. The majority of the statutory framework is for local authorities and schools. This legislation is listed below (for further details see Legislation and Policy on page 52.):

- Race Relations Act 1976
- UN Convention on the Rights of the Child 1989
- Crime and Disorder Act 1998
- Schools Standards and Framework Act 1998
- Race Relations Amendment Act 2000
- Fostering Services National Minimum Standards (NMS) 2002
- Children's Homes National Minimum Standards ((NMS) 2002
- Criminal Justice Act 2003
- Anti-Social Behaviour Act 2003
- The Children Act 2004
- Disability Equality Duty 2005
- Education Act 2005
- Education and Inspection Act 2006
- Racial and Religious Hatred Act 2006
- Gender Equality Duty (GED) and Schools 2007
- Equality Act (Sexual Orientation) Regulations 2007

Recent legislation has generated the Department for Children, Schools and Families' (DCSF) comprehensive guidance, Safe to Learn (2007), which can be found at [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn).

## 2.2 What we know about bullying, children and young people in Lewisham

### Local surveys

#### 2.2.1 Annual Residents Survey 2007

We know that young people are concerned about bullying. In 2006 and 2007, young people in Lewisham aged between 11-17 years took part in the annual residents' survey that collected their views on services in the borough and identified their key concerns. The results showed bullying comes second to crime as a major concern<sup>6</sup>.

Concerns of young Londoners				
Area of concern	Lewisham			London
	2007	2006	+/-	
Crime	55	58	+3	51
Bullying	45	39	+6	36
Bad behaviour	35	23	+12	31
Drug use and pushers	24	30	-6	24
Provision for young people	20	21	-1	23
Standard of education	15	13	+2	12
Litter	13	16	-3	20
Pollution	12	18	-6	20
Public transport	10	16	-6	14
Lack of recreational facilities	8	6	+2	15
Traffic	7	9	-2	9
Lack of jobs	7	10	-3	7
Poverty	4	17	-13	11
Health care	3	4	-1	3

### 2.2.2 Tell Us 2 survey 2007

As part of our Joint Area Review in spring 2007, inspectors carried out the Tell Us 2 survey, to find out what young people felt about matters relating to the five ECM outcomes. 996 young people (29% male, 71% female) took part from schools in Lewisham. The results from the survey questions relating to bullying found that boys were more likely to be bullied than girls in the borough and that a higher proportion of boys are bullied in comparison to the national average (see Appendix 4 on page 58 for a summary of the results). Briefly:

- 22% of the boys who took part had been bullied a couple of times in the four weeks prior to the survey (compared with 16% nationally); for girls the figures were 15% and 18% respectively.
- 7% of boys had been bullied on most days (compared with 5% nationally); for girls the figures were 5% locally and nationally.
- 33% of the pupils felt that their school dealt with bullying either not very well or not very well at all (compared with 30% nationally).

### 2.2.3 Speak Out survey 2007

Lewisham recently commissioned research to establish the needs of the lesbian, gay, bisexual and transgender (LGBT) community and the extent to which these were being met by service providers.<sup>7</sup> The research took place with those who had lived, worked or studied in Lewisham. Only two people were under 18, so the findings are not representative of Lewisham young people's experience of school. However, they do reflect some of the findings from the Schools Out survey, carried out by Stonewall, which has been used to inform the DCSF guidance 'Safe to Learn – Embedding anti-bullying work in schools'<sup>8</sup>. The findings from the Speak Out survey will be used by the Council to develop a clear set of priorities to meet the needs of the LGBT community in Lewisham. The key findings in relation to education were:

- 17% of those currently studying in Lewisham felt that there was no LGBT specific information included in physical health and social education.
- Just one in ten people stated that counselling was available on LGBT issues.
- Bullying in relation to sexual or gender identity was perceived to be one of the biggest issues.
- Half of the participants in the survey had been verbally abused at school; and although action is being taken to support LGBT young people in Lewisham schools and to tackle homophobic bullying, anecdotal evidence suggested that there were many practical and cultural barriers to LGBT issues receiving higher priority in schools.
- It was perceived to be just as important to use schools to educate young people in general about LGBT issues and to promote tolerance, as it was to provide support to LGBT young people in schools.

#### Findings from the Speak Out survey

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Bullying in relation to sexual or gender identity was perceived to be one of the biggest issues.
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- It was perceived to be just as important to use schools to educate young people in general about LGBT issues and to promote tolerance, as it was to provide support to LGBT young people in schools.

In addition to the Speak Out survey, anecdotal evidence from school staff highlights the following issues:

- There is a lack of basic understanding about LGBT issues and what the terminology means.
- The use of homophobic terms of abuse is widespread. They are used against people who are perceived to be LGBT and also as a more general insult.
- Young people who are trying to understand their sexual orientation, whether they be heterosexual, homosexual, bisexual or transgender, are often fearful or daunted by sexual issues.

#### 2.2.4 Reported racist incidents

As part of the duties under the Race Relations Amendment Act, schools must report any racist incidents occurring on the school site to the local authority. These include incidents involving children and young people, staff or parents/carers.

In 2006 we developed a system for schools so that they can report their racist incidents to the local

authority in a consistent way. The system was launched in autumn 2006. Each term schools send their data electronically directly to the Performance Team, where the information is collated and analysed.

Schools reported 140 racist incidents during the academic year 2006/7. The highest number took place in the spring term and the lowest occurred in the summer term. The most frequent times for incidents to occur were in lunch or break times, although a significant number took place during lessons.

Most incidents took the form of derogatory name calling, although there were also a number of physical assaults.

### **3. Lewisham's anti-bullying vision, aims and objectives**

#### **3.1 Our anti-bullying vision**

We want young people to live, learn, socialise and work in an inclusive Lewisham, where they value each other's differences, support one another, treat each other with respect, empathy and compassion and refrain from bullying other people.

#### **3.2 Our aims**

Lewisham is strongly focused on ensuring that its children and young people stay safe. Our anti-bullying aims are:

- 1) to reduce and stop bullying
- 2) to build young people's capacity to address bullying and their emotional resilience
- 3) to develop organisational capacity to address bullying.

#### **3.3 Our objectives**

In order to achieve our aims we have proposed objectives for children, for adults and for the local authority. These are:

##### **Children and young people**

- to increase positive, pro-social behaviour and attitudes in children and young people
- to make children and young people aware of situations and circumstances in which bullying may occur and help them learn strategies that reduce the likelihood of their being bullied
- to increase the disclosure of incidents to responsible adults and/or properly trained young people (e.g. peer mediators)

##### **Adults and organisations**

- to promote organisational cultures in which bullying is unacceptable and where 'telling' is the norm
- to ensure that effective and consistent intervention happens swiftly when bullying occurs
- to encourage anti-bullying approaches that are focused on generating solutions through joint problem-solving

- to ensure that appropriate emotional and practical ongoing support is available during and after incidents of bullying and is accessible to all children and young people in Lewisham
- to work pro-actively with other organisations and members of the community to address bullying and its impact

#### **Local authority**

- to encourage the promotion and dissemination of anti-bullying information, guidance and good practice
- to encourage children and young people, parents, carers and members of Lewisham's diverse community to participate in the development and implementation of anti-bullying strategies
- to value contributions from these organisations that identify any emerging patterns relating to bullying and help develop good practice

### **3.4 How we will meet our objectives**

We will meet our objectives by:

- working with schools and other organisations to support them in the development of effective anti-bullying practice and policies
- developing appropriate training to ensure that staff are equipped with the knowledge and skills needed to address all forms of bullying effectively
- ensuring that staff and young people are aware of organisations that can offer young people additional support when necessary
- introducing an annual data collection system for schools and youth settings from September 2008
- monitoring, analysing and evaluating information provided by schools and youth settings to enable us to identify any trends and to support schools and settings with appropriate strategies
- working with all organisations that provide services to children and young people to develop good practice, preventative and intervention practices and to disseminate effective anti-bullying strategies
- disseminating information and guidance for schools, parents, carers and young people on children and young people's security and the safety of children and young people
- encouraging the participation of children, young people and parents/carers in the development and implementation of anti-bullying strategies
- working with the Children and Young People's Local Area Agreement (LAA) projects to enable anti-bullying initiatives to be incorporated as part of LAA monitoring and quality assurance criteria
- working with all local authority partners that have a safeguarding remit, including Lewisham's Safeguarding Children Board and the Safer Lewisham Partnership.

# Chapter 2

## About bullying

### 1. Bullying

#### 1.1 Definition of bullying

We have decided in Lewisham to use the Anti-Bullying Alliance definition of bullying: Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.

#### 1.2 Bullying behaviour

##### 1.2.1 Types of bullying behaviour

There are two overall types of bullying behaviour – direct and indirect. Direct bullying takes place between the victim and the wrongdoer(s). Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim.

Bullying can take many forms, including:

- **Verbal** Name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, ridicule
- **Physical** Unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing/steaming', shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons
- **Social** Humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor
- **Cyber** Via the internet, email or mobile phone, e.g. text messages, phone calls, pictures/video clips ('happy slapping'), chat rooms, instant messages or posting on websites or message boards
- **Non-verbal** Staring, throwing dirty looks, 'cutting your eyes', gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games
- **Provocative** Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda
- **Other** Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours

### 1.2.2 Categories of bullying behaviour

A great deal of bullying behaviour is motivated by issues linked to power, status, strength and age, and may be underpinned by jealousy or a sense of threat. However, bullying can also be triggered by young people's prejudice about race, faith, gender, sexuality and/or disability.

#### a) Racist and faith-related bullying

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.<sup>9</sup>

#### b) Sexist bullying

Sexist bullying is more commonly experienced by females and is usually carried out by males. The NUT defines sexism as, behaviour, language or prejudice which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles.<sup>10</sup>

#### c) Homophobic bullying

The DCSF describes homophobic bullying as follows:

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people (LGB), or against those perceived to be lesbian, gay or bisexual. It can also be targeted towards pupils who are seen to be 'different' in some other way, for example because they may be considered shy by other pupils. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.<sup>11</sup>

This definition clearly applies to non-school settings with the substitution of the word 'pupils' with the words 'young people'. We would add that this definition also applies to those young people who are either transgender or questioning their sexual identity.

#### d) Special educational needs (SEN) and disability-related bullying

This group includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge.<sup>12</sup>

## 1.3 Specific local concerns

### 1.3.1 Cyberbullying

Lewisham follows the national trend that indicates there is an increase in the use of technology in bullying, known as cyberbullying.

In cyberbullying, technology is used by young people to send threatening or offensive messages or images to another young person, sometimes anonymously. Cyberbullies may also make their messages available to a wider audience, e.g. on web blogs, message boards, chat forums and websites. Sometimes bogus messages have been posted in the names of the young people who are targeted.

Another form of cyberbullying that affects Lewisham involves filming incidents, usually on a mobile phone, of young people being bullied or being put through humiliating situations; this practice is known as 'happy slapping'. The filmed incidents are then posted onto video sharing websites such as YouTube or passed around from phone to phone using the technology, and can therefore reach large audiences within a short space of time.

The reach of cyberbullying into young people's homes, and the ability to pass on its content quickly to many others, means that safe places for those on the receiving end are increasingly limited.

### 1.3.2 Bullying in the community

We know from the results of the Tell Us 2 survey (see Appendix 4, page 58) that:

- 29% of Lewisham's young people questioned said they felt either a bit or very unsafe around their local area (compared with 25% nationally).
- 33% said they felt either a bit or very unsafe on public transport (compared with 27% nationally).
- 22% said they felt either a bit or very unsafe on the way to or from school (compared with 13% nationally).

Girls felt significantly less safe than boys around their local area (32%:25%), and boys felt significantly less safe than girls on their way to or from school (25%:19%).

These figures may give us an indication of the extent of young people's feelings about bullying in Lewisham's communities, but it is an area that requires further investigation locally to establish the extent to which worries about bullying compare with other sources of fear about safety. Anecdotal evidence suggests it is likely that Lewisham follows the trends outlined on page 5 and that barging in, extortion, intimidation and name calling are the most common forms of bullying in our communities, and that much of it is bullying by older children against younger children.

### 1.3.3 Links with offending behaviour

We know that bullying is second to crime on the list of young people's worries in Lewisham (see page 8). The line between bullying and crime is blurred; for example, using ongoing actual or threatened violence to intimidate another or take their possessions can be described both as bullying and crime. There are several factors related to offending behaviour that we need to be aware of, as they can be linked to bullying, described briefly below.

#### a) Risk factors associated with offending behaviour in young people

Being a victim of personal crime has been identified in Home Office research as the most significant risk factor associated with offending in young people, followed by previous involvement in anti-social behaviour.<sup>13</sup> Both these factors have clear links with bullying and remind us how starting out as a victim of bullying or crime can lead people to take part in further crime.

**b) Knives and other weapons**

In recent years, concern has risen among adults working with young people in the UK about the perceived number of 10–17 year olds who have started to carry weapons (there are currently no national data to show trends in this area) and use more serious violence regularly.

Youth Justice Board (2007) research<sup>14</sup> shows that if young people are going to carry a weapon, it is more likely to be a knife than any other instrument; the research figures show that the majority of young people excluded from mainstream schools in England and Wales said they had carried a knife at some point in the last 12 months. The research also shows that young people are more likely to carry a knife if:

- they have been a victim of crime themselves
- they feel that they need to protect themselves, rather than intending to attack someone else
- they are part of a group of young people who display offending behaviour while together
- they are male.

In Lewisham we know from the 2003 Communities that Care Audit,<sup>15</sup> which questioned 5,458 local young people, that at that time our trends in this area were above the national average:

- 15% of these young people said that in the past year their best friends had carried a weapon to school, compared with an 11% national average
- 40% said that it is alright to beat people up if they start a fight, compared with 37% nationally
- 3% thought that it is not wrong for someone of their age to attack someone with the idea of seriously hurting them.

**c) Group offending**

We know that local gang affiliations can play a part in crossing the line between bullying and crime. Anecdotal evidence suggests that young people who become involved in gangs may do so for protection by elder members because they fear being bullied by another young person; this protection may involve older gang members bullying young people who upset younger gang members. There may also be status attached by gang members to bullying others. Additionally, a 2007 survey commissioned by the CYP Directorate<sup>16</sup> shows that young men involved in robbery start out by committing small crimes against their peers who are part of the same group or gang. There may therefore also be links between group offending and how safe young people feel. Lewisham's Youth Crime Strategy addresses this area in more detail.

**d) Sexualised behaviour and bullying**

We are aware of a number of incidents when physical or verbal sexualised behaviour has been used to bully others. In addition there has been a small but significant number of occasions when sexual acts involving young people have been filmed on mobile phones and distributed to others via easily available technology.

Lewisham data about sexual offences, including rape and sexual assault, involving children and young people indicates that this is a growing problem, and has been since 2003/4, when the number of offences rose from 23 in 2002/3 to 82. This number has continued to rise, reaching 134 in 2006/7. It is important to bear in mind that some of this rise may be attributable to increased reporting to the local specialist police team. It is not clear how much of the rise is directly linked to

bullying, but the extent of the frequency and type of enquiries made by head teachers to the local authority about sexually inappropriate behaviour of young people – both verbal and physical – in schools indicates that this is an area about which we need to be alert.

## 2. Further information about bullying and its effects

### 2.1 Children and young people who are more susceptible to being bullied

Some children and young people seem to be more susceptible than others to being bullied; they may be more likely to experience the long-term effects of bullying, and therefore may need additional support. Children and young people who fall into this category include those who:

- have a physical disability and/or learning difficulty<sup>17</sup>
- have experienced abuse or neglect<sup>18</sup>
- are, or have been, looked after by foster carers or the local authority<sup>19</sup>
- have witnessed domestic violence<sup>20</sup>
- are refugees or asylum seekers<sup>21</sup>
- are members of faith communities (in particular those who wear clothing that marks them out as members of their faith)
- are members of the travelling community<sup>22</sup>
- are lesbian, bisexual, gay, transgender, or those who are questioning their identity<sup>23</sup>
- are young carers<sup>24</sup>
- are overweight<sup>25</sup>
- have other physical or linguistic characteristics that are perceived to be different from the norm<sup>26</sup>
- have transferred schools, in particular mid-year; have had long periods of illness or spent extended time overseas
- have low self-esteem
- lack self-confidence
- are isolated or socially excluded
- live in families perceived as 'different' from the norm.

## 2.2 Risk factors associated with bullying behaviour

Children and young people's behaviour is influenced by a number of factors, which include their overall development, their environment and the behaviour they learn from adults who care for them. Bullying behaviour can be triggered by a number of factors, including:

- beliefs, values and prejudices<sup>27</sup>
- emotional or behavioural disorders<sup>28</sup> affected by personal and home circumstances including witnessing or being subject to abuse and/or neglect
- difficulty in using social and emotional skills, e.g. lack of empathy, low self-esteem, underdeveloped ability to resolve conflict or problems through discussion<sup>29</sup>
- family influences, e.g. parental modelling of bullying behaviour,<sup>30</sup> parents encouraging their children to respond aggressively to conflict in an effort to prevent them from being bullied.<sup>31</sup>

There is evidence to suggest that a significant number of young offenders have prior involvement in incidents of bullying, either as the harmed or the harmer.<sup>32</sup> Many of the risk factors identified in connection with offending behaviour (see table below)<sup>33</sup> are similar to the triggers of bullying behaviour described above.

### Risk factors associated with offending behaviour of young people

<b>Individual</b>	Hyperactivity and impulsive behaviour; early onset of aggressive and other problem behaviour
<b>Family</b>	Poor parental supervision; harsh or erratic discipline; family conflict; parental criminality; low family income
<b>Peer</b>	Delinquent peer group; high proportion of unsupervised time spent with peers
<b>School</b>	Low attainment; low commitment/truancy; aggressive behaviour and bullying; exclusions; underdeveloped monitoring and/or communication systems; children with unmet needs
<b>Community</b>	Poverty, disadvantage, neglected neighbourhood; little community cohesion; transient population and lack of social skills; availability of drugs

### 2.3 Young people stuck in the bully–victim cycle

Some young people (various studies estimate between 2% and 8%<sup>34</sup> of a community's population of young people) may be bully–victims – they may display bullying behaviour, but have also been harmed by bullying. They appear to be the most troubled, as they are likely to have the highest level of conduct, school and peer-related problems, and are considered to be the most at-risk group. They are more likely to be persistent absentees, act out or suffer from psychiatric conditions.<sup>35</sup> This is a group that needs further research as not enough is currently known about the cycle or the reasons behind it.

### 2.4 Times and places

Young people who bully are likely to look for situations where they know that they are likely to be unobserved, at times and in places where there is little or no supervision by adults, e.g. parks, transport hubs, shopping centres, streets or less busy parts of school grounds. They usually target young people who are less likely to be protected by their friends or other young people.<sup>36</sup> A 2007 survey of 1,078 children and young people in England carried out for the Anti-Bullying Alliance found that 35% of them had been bullied outside school, and that there are clear links between bullying that happens inside and outside school.<sup>37</sup>

### 2.5 Bystanders

Bystanders are people who witness bullying. Salmivalli<sup>38</sup> identified four different types of bystanding behaviour:

- assistants who join in and assist the bully
- reinforcers who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures
- outsiders who stay away, not taking sides with anyone or becoming involved, but allowing the bullying to continue through their 'silent approval'
- defenders who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying.

Bystanders are clearly a crucial group who can either be complicit in allowing bullying behaviour to continue or be instrumental in stopping it.

We know from work done by Smith and Shu<sup>39</sup> and referred to in the same report that two-thirds of students surveyed in England say that they have witnessed bullying in school. Of these students:

- 47% tried not to get involved
- 34% told the young people doing the bullying to stop
- 18% asked an adult to stop the bullying
- 11% said they enjoyed watching
- 4% joined in
- 3% said they were forced to join in.

## 2.6 Changes in behaviour associated with being a victim of bullying

A child or young person usually gives an indication that things are not going well for them, often through a change in their behaviour or emotional state. Sometimes this change may be a result of being bullied. The list below details changes in behaviour that can occur after someone is bullied, one or more of which may be displayed by young people who are victims of bullying.

Children and young people may:

- lack concentration on school work or begin to perform poorly at school
- be intermittently absent from school
- be reluctant to walk to or from school or to any place that they may normally go, wanting a lift or wanting an adult to come with them
- want to change their usual routine
- be reluctant to talk about school
- not want to leave the house
- want to move or change schools
- become withdrawn, anxious or lacking in confidence
- lose or increase their appetite
- become aggressive, disruptive or unreasonable
- have unexplained cuts, bruises or other injuries
- complain of headaches or stomach aches frequently
- start to stammer, when they did not do this before
- cry themselves to sleep, change their sleeping pattern or have nightmares
- start bedwetting
- cry or get angry with no clear explanation
- attempt or threaten to commit suicide or run away
- come home with torn clothes
- have possessions that are damaged or 'go missing'
- ask for or steal money regularly (to pay the bully) or come home hungry because dinner money has been taken
- bully other children or siblings
- be afraid to tell you what's wrong
- be afraid to use the internet or mobile phone (when previously this was not the case) or be nervous or jumpy when cyber messages are received
- become clingy towards their parent or carer
- have a sudden change in social group – not wish to talk about or play with certain friends
- give improbable excuses for any of the above.

## 2.7 Longer-term effects of bullying

Some children and young people who are bullied can experience the effects of bullying in the short term, but with minor intervention and support the effects may be alleviated. Others may experience problems that are more concerning, serious or extended and will need more comprehensive longer-term intervention to support and enable them to adapt and to move on to a positive pathway.<sup>40</sup> Some people who are harmed by bullying may not experience any effects until some time after the incident. Bystanders as well as families of young people involved in bullying may be affected by what they have witnessed – by either showing bullying behaviour or being harmed by it.

Many common short-term effects are listed above as possible symptoms or signs of being harmed by bullying; more long-term effects include:

- withdrawal, leading to a lack of motivation and participation in activities or at school<sup>41</sup>
- anxiety and depression, which can lead to long-term or intermittent absence from school, physical illness and/or psychosomatic complaints, e.g. headaches, bedwetting, eating disorders, abdominal pain or musculoskeletal complaints<sup>42</sup>
- low self-esteem or loss of self-confidence, which can prevent young people from forming positive relationships and may cause some to lower their expectations and standards, leading to lower levels of academic achievement<sup>43</sup>
- anger and resentment, which can result in a victim of bullying exhibiting bullying behaviour themselves or becoming generally aggressive and disaffected
- thoughts of suicide, attempted or actual suicide<sup>44</sup>
- deliberate self-harm<sup>45</sup>
- development of obsessions
- mental health disorders such as agoraphobia or social phobia
- substance misuse.

# Chapter 3

## Anti-bullying policies and practice

This chapter outlines what the Lewisham Safeguarding Children Board (LSCB) and Lewisham Children and Young People's Strategic Partnership Board expect all organisations will do to address bullying. Clearly, each organisation has their own way of addressing bullying and we are aware that there is a great deal of effective practice in existence already; the overarching guidelines outlined here are those we expect organisations to adhere to while developing their own practice. There are three sections: 'General anti-bullying practice: expectations', 'Working through specific incidents' and 'Ongoing support', for each of which an organisation should agree its practice.

### 1. General anti-bullying practice: expectations

#### 1.1 Establishing and reviewing the anti-bullying policy

Each organisation working with children and young people in Lewisham is expected to have its own anti-bullying policy. Head teachers of schools are required by the Education and Inspections Act 2006 to formulate a behaviour policy, which must include the prevention of bullying. An organisation's anti-bullying policy should:

- state the organisation's agreed definition of bullying
- cover all forms of bullying as described in Chapter 2 of this document
- include a full range of preventative strategies and interventions
- apply to all those involved in the organisation – young people and adults alike
- have clear links with other policies, particularly behaviour and relationship management policies and those addressing equality issues around race, faith, gender, age, disability and sexual orientation (see Chapter 1, Paragraph 2.1 for specific legislation)
- show clearly how the organisation monitors bullying, analyses results and uses data to change practice.

A template outlining the contents of an anti-bullying policy is shown in Appendix 1 on pages 50–51. Further guidance for schools, which other organisations may also find helpful, is available at [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/creatingpolicy](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/creatingpolicy).

It is good practice to review the anti-bullying policy regularly (the Department for Children, Schools and Families suggests that organisations should review the policy once every two years) and to include all members of the organisation's community, including parents/carers, in the process of setting up and reviewing the policy. Regular review and involvement of all members of the organisation's community helps the organisation to keep developing good anti-bullying practice and encourages everyone to commit to it.

## 1.2 Developing a whole organisation approach

Preventing and intervening in incidents of bullying is the responsibility of everyone in the organisation: staff (including governors and trustees), young people and parents/carers. It is therefore important that each organisation, having agreed its definition of bullying and its anti-bullying policy and strategies, makes sure that everyone knows what these are and how to use them consistently. This may require additional training for adults and young people. Preventative and intervention strategies should be built into behaviour and relationship management systems and linked with any curriculum delivered by the organisation (see the next chapter); in addition they should cover relationships between young people, between young people and adults, and between the organisation and parents/carers.

Since 2002 a number of local organisations working with children and young people, in particular schools and the Youth Offending Team, have been working successfully to introduce and embed restorative approaches as a whole organisation approach to addressing relational problems including bullying. The restorative approach has brought many gains to young people and adults; with reference to bullying in particular, these include:

- a clear structure for working through incidents of bullying, which focuses on healing the harm done to relationships, holding those who have caused harm accountable – in a supportive atmosphere – for their actions, and involving everyone affected by the bullying in finding solutions to ensure it does not happen again
- empowering those who are harmed by bullying by giving them an equal voice in the restorative process
- meaningful and lasting solutions developed and agreed by all those affected
- better relationships between young people, between young people and adults within the same organisation, and between organisations and parents/carers.

Making the cultural shift to becoming a restorative organisation can be a long-term process; organisations that have undertaken this journey, though, have found that the benefits become clear quickly and that they are worth the effort. The Children and Young People's Directorate is committed to implementing restorative approaches and encourages organisations to adopt them. Ongoing support is available, and Lewisham guidance for schools (*Restoring the Balance* and *Restoring the Balance 2*) is available from Lewisham Action on Mediation Project – see Chapter 5, page 38, for contact details. Further information about restorative approaches can be found in Chapter 4.

## 1.3 Developing social and emotional learning

Helping young people to be aware of, and develop, these aspects of learning is a significant preventative anti-bullying strategy – having friends, for example, is a known significant protective factor against bullying.

Organisations in Lewisham are encouraged to build explicit social and emotional learning into their work with children and young people. An effective way of doing so is to link anti-bullying work with the personal development curriculum offered by the organisation, as this will give young people opportunities to discuss bullying and issues that arise about telling others when it happens. Schools, in particular, should ensure that links are in place between the personal, social, health and citizenship education (PSHCE) and social and emotional aspects of learning (SEAL) curricula. The SEAL curriculum focuses on five aspects of social and emotional learning:

- self-awareness
- managing feelings and self-regulation (including conflict resolution and anger management)
- empathy
- motivation
- social skills.

(See Chapter 4, section 1.7 for further information about SEAL.)

#### **1.4 Developing a ‘telling’ culture**

A 2006 survey carried out for the Anti-Bullying Alliance found that 56% of 7–18 year olds had seen another young person being bullied in the past year. Of these young people, 61% asked for help to stop the bullying – but over a third (39%) did not.<sup>46</sup> When asked, the young people who did not seek help gave a variety of reasons outlining why they had not done so, including:

- thinking it was none of their business (particularly the 14–18 age group)
- not wanting to be called a ‘snitch’ (particularly the 11–14 age group)
- fear of being bullied themselves (particularly the 7–10 age group).

More girls (66%) asked for help than boys (55%).

Given this information, Lewisham organisations are encouraged to develop cultures that:

- make it clear that bullying is everyone’s business, that telling someone when it does happen is an expectation and that this does not make them a ‘snitch’ or a ‘grass’
- reassure young people that they will be taken seriously and kept safe if they tell the organisation about a problem with bullying
- are supportive towards young people when they tell the organisation by listening carefully, investigating appropriately, taking action, communicating regularly and offering longer-term support as necessary (see Section 3 on page 28 below for further information)
- give young people information about other sources of support, e.g. Victim Support, if they feel more comfortable telling a person who is external to the organisation.

#### **1.5 Investigating and acting**

We also know from a variety of research<sup>47</sup> that some young people experience times when they tell adults about incidents of bullying and feel that the incident is either ignored, or dealt with inappropriately. All organisations have a duty to safeguard young people so it is crucial that staff investigate thoroughly when an incident of bullying comes to light, take appropriate action and keep those involved informed. Section 3 on page 28 deals with this area in more detail.

#### **1.6 Linking with the local community**

Given the evidence about young people’s feelings about safety in the community (see page 14), it is important that organisations make themselves aware of issues related to bullying in their local areas. They should use the information both in discussions with young people and to work with partner agencies, e.g. local police, transport companies, wardens, tenants associations and so on.

### 1.7 Collecting, monitoring and analysing data

Data is vital in enabling an organisation to understand the nature and extent of any bullying taking place within it. It can also help an organisation to spot any new trends emerging and develop training and strategies to deal with them. All organisations working with children and young people in Lewisham are expected to collect, monitor and analyse data about bullying regularly. From autumn 2008 Lewisham, in partnership with schools and youth settings, will conduct an annual online survey of young people across the borough in order to collect data about the nature and extent of bullying experienced by young people in the borough (see Appendix 7 on page 64 for further details).

Data collection needs to be a routine part of how the organisation works through incidents of bullying. We suggest that the following information should be collected routinely:

- profile of the wrongdoer(s) and the victim(s) (gender, age, ethnicity and so on)
- the nature and type of bullying
- the times and locations at which the bullying happened
- strategies used
- outcomes
- additional support arrangements and take-up rates.

Regular monitoring of this data will alert the organisation to any emerging patterns and enable swift action. In particular it may highlight:

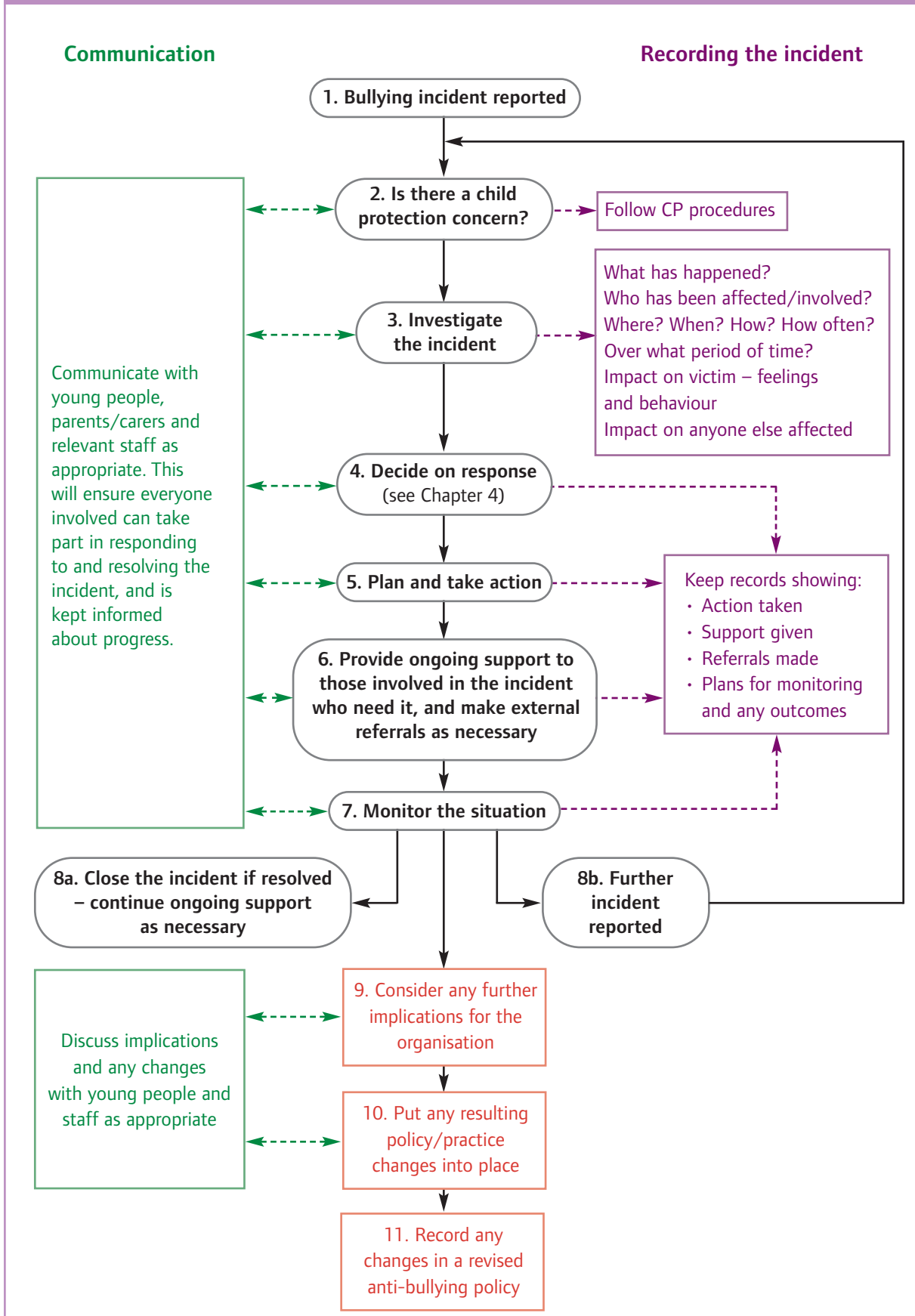
- bullying ‘hotspots’ on the organisation’s site
- emerging groups – those susceptible to bullying and those exhibiting bullying behaviour
- new types of bullying or language used
- most and least successful anti-bullying strategies
- level of parent/carer involvement
- level of contact with external agencies and support services.

Results from data monitoring make a significant contribution to the organisation’s evaluation of its anti-bullying policy and practice. In addition to quantitative data, it is good practice for organisations to find out from young people and adults, via anonymous surveys, how good they think the organisation is at preventing bullying and working through incidents when they arise. A mixture of qualitative and quantitative data gives organisations a strong base from which to evaluate and review anti-bullying practice and policy. The Anti-Bullying Alliance ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)) has produced a comprehensive audit, too, which will be adapted for data collection in Lewisham.

## 2. Working through specific incidents

The next page shows the flow chart approved by the Anti-Bullying Focus Group for use in Lewisham organisations working with children and young people. The middle column shows action to be taken and there are two additional themes, communication and recording the incident, both of which are integral to working through bullying incidents effectively and should be put into practice throughout the flow chart sequence. It is vital for organisations to communicate with those who are involved in incidents of bullying in order to promote understanding and avoid misunderstandings. Accurate records are also vital for data collection, monitoring and analysis purposes. Detail is added, in the text that follows, to the actions described in the flow chart.

**Bullying incident flow chart**



### **1) Bullying incident reported**

It can take courage for a young person to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Adults receiving the information should show that they are listening; the young person/people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. Finding a quiet place to talk where the conversation will not be disturbed is good practice. At this stage it should be clearly established, using the organisation's definition of bullying, that the incident reported is one of bullying.

### **2) Is there a child protection concern?**

Adults must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Please refer to the booklet *What To Do If You Are Worried a Child Is Being Abused* for further guidance. The booklet can be accessed online at [www.everychildmatters.gov.uk/resources-and-practice/IG00182/](http://www.everychildmatters.gov.uk/resources-and-practice/IG00182/).

### **3) Investigate the incident**

It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than using closed questions, unless you are clarifying a particular point. The following may be helpful when questioning those involved and recording incident(s):

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before/after the incident(s) took place?
- How often has this been happening?
- Over what period of time has this been happening?
- What were you thinking/feeling at the time of the incident(s)?
- What have you been thinking/feeling since?

It is also useful to summarise, at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

### **4) Decide on the response**

Organisations have their own structures that facilitate decision-making, and these should be followed at this point. It is important that whatever response the organisation chooses (please see Chapter 4 for further guidance) is communicated to all those involved in or affected by the incident so that everybody is clear and misunderstandings are avoided.

### **5) Plan and take action**

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded as part of the organisation's data collection and monitoring processes.

**6) Provide ongoing support to those involved as necessary**

Investigating incidents of bullying can bring to light additional issues for those involved – as a victim, wrongdoer or bystander – that need further support to be resolved. Helping victims and wrongdoers to resolve these issues through practical and/or emotional support can be important for them to change their behaviour in the future and avoid further bullying incidents. At this point, organisations may want to make referrals within their organisation or to an external organisation specialising in a particular area (see Chapter 5, page 38, for contact details of relevant agencies). In the case of young people who do not wish to tell the organisation in any detail about an incident, appropriate support should still be offered. See Section 3 of this chapter for further details.

**7) Monitor the situation**

Even if an organisation is confident that the action it has taken to resolve an incident of bullying has been successful, it is important that the situation is monitored for an agreed period of time. This can be done formally through follow-up meetings with those involved, or informally by staff who ‘check in’ with young people regularly to make sure the incident remains resolved.

**8a) Close the incident (continue ongoing support as necessary)**

Once the agreed monitoring period has passed and there has been no recurrence of the bullying incident, then the incident can be formally closed, and a note placed on the record to reflect the outcome.

**8b) Further incident reported**

If, during the monitoring period, or after it, a further incident of bullying is reported involving the same young people, then the incident flow chart should be followed again from Stage 2. The organisation should also review the response and action taken during the previous incident and consider, having communicated with the relevant people, what further or different action might need to be taken.

**9)–11) Implications for the organisation’s practice and policy**

As a result of the ongoing communication between staff in the organisation and those involved in the bullying incident, the organisation may feel it needs to review aspects of its practice. Discussions should be held with relevant staff and/or young people (schools may wish to use their school council) before changes are put into place. Once changes are agreed and are in place, the organisation’s policy should be altered to reflect the new practice.

### 3. Ongoing support

#### 3.1 Practical support

Practical support should be focused on giving the young person a sense of control over the situation. This support might include:

- helping a young person or parent/carer liaise with other organisations and/or their family
- enabling a supportive adult to attend meetings with the young person where the incident will be discussed
- making sure the young person has up-to-date information about the progress of the incident
- providing information about the legal or court process if necessary
- providing information on criminal injuries compensation (CICA is the relevant authority) if necessary – contact through Victim Support (page 38)
- providing personal safety information, e.g. self-defence classes in the area, personal alarms, leaflets and advice
- referring the young person within the home organisation for additional support, e.g. mentoring, small group sessions focused on specific behaviour
- referring the young person to other agencies for specialist support.

#### 3.2 Emotional support

Appropriate emotional support helps young people involved in bullying incidents to explore the options available to them, to identify strategies for dealing with the effects of being involved and to put any fears they may have concerning their emotional reaction to bullying into context. The support enables them to express their thoughts and feelings about how the bullying has affected them. Victims, wrongdoers and bystanders may all need emotional support.

Emotional support includes:

- allowing young people to tell their story in their own words and at their own pace
- active listening, to show the young person that they have been heard
- reflecting back what the young person says to show they have been understood
- helping the young person to work through any feelings of anger
- positively challenging guilt and self-blame, and expressing compassion, concern and empathy
- conveying a sense of positive regard towards the young person
- demonstrating respect and a non-judgmental approach to the person and their situation
- identifying, affirming and encouraging the young person's capacity to cope in the future
- helping the young person to build self-esteem and confidence
- helping the young person to change their behaviour as necessary.

In some cases, a young person may need more in-depth support, which is beyond the skills of staff in the organisation to provide. In these cases a referral for specialist mental health support should be made.

# Chapter 4

## Anti-bullying strategies: prevention and intervention

### Introduction

We want our organisations to be places where young people and adults:

- respect themselves, and respect others
- value their relationships with others
- take responsibility for their actions
- have the skills to put things right when they go wrong.

These key values and skills help to develop cultures where bullying is unacceptable. To encourage this, organisations need to develop effective preventative anti-bullying approaches and clear strategies for intervention.

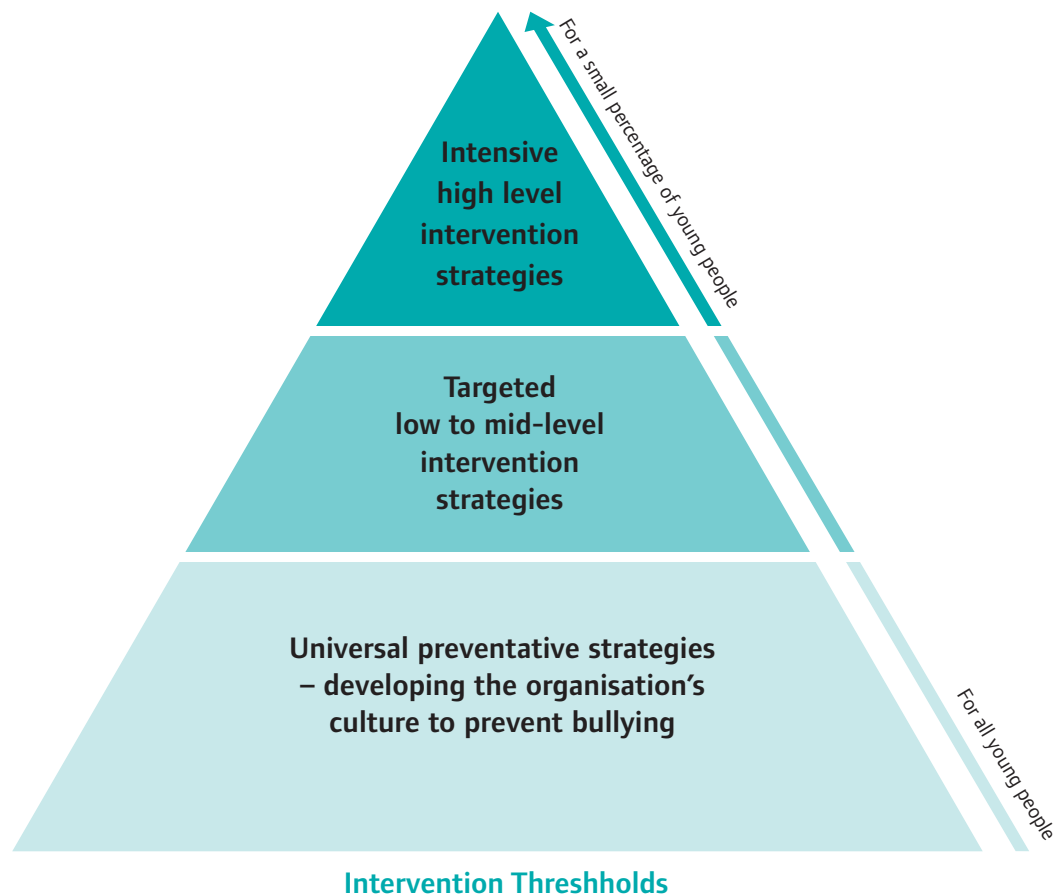
Goldsmiths, University of London, has produced a web-based resource in conjunction with the Anti-Bullying Alliance that details anti-bullying strategies used worldwide. The resource is available at [www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk). In Lewisham there are a number of agencies that can support organisations with a wide variety of preventative work; a database of these services is held by Lewisham Family Information Service (see Chapter 5, page 38, for contact details).

This chapter outlines anti-bullying strategies currently used effectively in Lewisham; there is expertise in employing these strategies within the borough. It is by no means an exhaustive list, rather it outlines those strategies with which organisations can obtain support from local authority/partner staff. In particular, over the last five years, we have found that working restoratively with young people and adults has been an effective way of responding to bullying and we support this approach.

The strategies listed are arranged under three headings:

- universal preventative strategies
- targeted low to mid-level intervention strategies
- intensive high-level intervention strategies.

We expect organisations in Lewisham to have anti-bullying strategies in place at each of the levels shown in the triangle on the next page:



## 1. Universal preventative strategies

The bottom part of the triangle is focused on prevention, and should be where the bulk of an organisation’s work happens. What goes on at this level shapes the culture of an organisation and gives a clear message to all of its members about how they are expected to manage their relationships with others. The strategies below are designed for use by all organisations, and will benefit all members of the organisation’s community as well as encourage a culture of healthy relationships where bullying is not accepted.

### 1.1 Awareness and action

Incidents of bullying cannot be ignored and are the responsibility of everyone in the organisation. All staff, young people and parents/carers must be aware of:

- the organisation’s agreed definition of bullying and the systems in place for intervening when it happens
- the difference between bullying and conflict within their relationships that does not involve an imbalance of power
- language and behaviour that can lead to bullying if it is not picked up at an early stage and prevented from escalating.

Once an incident of bullying has come to light, it is vital that those involved are aware that systems are in place, that they are effective and that they are implemented swiftly. Chapter 3 includes details about how organisations should respond to incidents of bullying.

## 1.2 Staff modelling of good relationships and healthy communication

In order to encourage good relationships in younger people it is vital that staff model good relationships and communication themselves, as this conveys the values and expectations of the organisation. Staff behaviour that models bullying behaviour or poor management of conflict will give mixed messages about the organisation's expectations and values, and have a corresponding effect on young people's behaviour.

## 1.3 Anti-bullying policy

Anti-bullying policies need to be clear, revised regularly (the DCSF recommends they are revised every two years) with input from young people, staff, governors and parents/carers, and shared widely. Reviews of the policy should include evaluation of the effectiveness of the organisation's anti-bullying strategies. See Appendix 2 for legislation particularly applicable to schools and Appendix 1 (pages 50–51) for an anti-bullying policy template.

## 1.4 Dialogue and feedback

It is good practice for organisations to arrange ongoing opportunities for dialogue between young people, their parents/carers and staff about what it is like to be part of the organisation, what works well already and what needs improving. This dialogue can be carried out in a range of ways. Many schools, for example, have school councils where representatives are elected by their peers to bring issues of concern to adults in the school. Surveys are also effective, e.g. attitudinal surveys or Anti-Bullying Alliance questionnaires available via [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk); policy and practice can then be adjusted as necessary. A culture of dialogue will increase the chances of young people telling adults about bullying.

## 1.5 Management of space

The management of space, both indoor and outdoor, can have a positive or negative impact on bullying. Organisations in Lewisham have arranged their space successfully through, for example:

- zoning outside recreation areas and ensuring there is a range of activities on offer
- arranging furniture and grouping of young people to promote pro-social behaviour in learning areas
- considering how staffing is arranged at different times
- making sure they are aware of, and plan around, any 'hotspots' on their site that need extra attention
- developing work around safe routes to and from the organisation.

## 1.6 Management of young people's behaviour and relationships: a restorative approach

Every young person is different, and every incident of bullying is also different. Staff need to be confident in the ways that they manage young people's behaviour in a range of settings, and know how to make and manage good relationships with and between them. This guidance does not set out to address this area in any great detail, but it recommends that ongoing staff training and high quality support from senior managers are both important in raising staff confidence in, and increasing skills around, managing behaviour and relationships.

Various organisations working with young people in Lewisham have had success in using restorative approaches to address aspects of managing behaviour and relationships. Restorative approaches

place harm and its repair at centre stage. The aim is to provide a safe process in which, wherever possible, damaged relationships can be repaired. In so doing, the restorative process provides an opportunity for learning to take place. In particular, it gives those who have caused harm – including those who exhibit bullying behaviour – a chance to learn, with the challenge and support of others, a better way to manage their relationships. Importantly, the approach provides the person harmed with an equal voice in the process – in cases of bullying it has been found that this often helps the balance of power to be restored between the person bullying and the person on the receiving end. The restorative process does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision-making. In short, a restorative intervention:

- intends to heal any harm caused by an incident
- enables those affected to define a way forward – rather than having a third party decide what should happen
- provides those who have caused harm with the opportunity to:
  - explain their point of view
  - face up to and take responsibility for what they have done
  - make amends in order that they can be reintegrated into their community
- provides those who have been harmed with the opportunity to:
  - express how they have been affected
  - seek what they need to repair the harm.

Restorative interventions are based on a series of questions:

- What has happened?
- What were you thinking and feeling at the time?
- What have you been thinking and feeling since?
- Who else has been affected? How?
- What needs to happen to put things right?
- What have you learnt?
- What could you do differently in the future?

At a universal level and in the context of some basic training, these questions can be used by anyone in an organisation to promote meaningful conversations about very minor incidents that tend to occur very regularly. Use of restorative approaches for more serious incidents (see below) requires further training, and practice is most effective when it is taken on as a whole school approach.

## 1.7 Focusing on social and emotional aspects of learning

There is growing recognition of the importance of developing social and emotional aspects of learning in young people to support their emotional health and well-being. A recent American study researched 207 social and emotional learning programmes in the United States, covering 288,000 students<sup>48</sup>. It found that well-run programmes have a positive impact on students':

- social and emotional skills
- attitudes about themselves, others and school
- social and classroom behaviour
- conduct problems, e.g. misbehaviour, aggression
- emotional distress, e.g. stress and depression
- attainment.

There is a wide variety of social and emotional programme material available, particularly through Incentive Plus ([www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)). Both the primary and secondary school curricula now include the specific teaching of social and emotional aspects of learning (SEAL). The SEAL materials are an integrated, whole school approach and form part of the Primary and Secondary National Strategies. They include five of the twelve key aspects of learning outlined in Excellence and Enjoyment<sup>49</sup>, identified by Daniel Goleman in his work on emotional intelligence:

- self-awareness
- managing feelings
- empathy
- motivation
- social skills.

There are clear links between SEAL and the personal, social, health and citizenship education (PSHCE) curriculum as well as the Healthy Schools Award, but the materials are flexible and could be used in any setting with young people. They are available to download from [www.bandapilot.org.uk](http://www.bandapilot.org.uk). The primary materials contain a specific anti-bullying theme, Say No to Bullying, which is particularly useful in terms of promoting a whole organisation approach to anti-bullying.

## 1.8 Working in circles

Circles are facilitated by a member of staff who sits in a circle with a group of young people, runs a structured discussion about specific issues and, if necessary, uses the structure as an opportunity to enable the group to problem solve together. Ground rules are set with the young people, which involve listening to each other respectfully and taking turns to speak, allowing them to learn about what they have in common with others and to respect the ways in which everyone is different. Circles are an effective way of promoting key emotional literacy and relationship skills such as empathy, self-awareness and managing feelings, and they encourage good social skills. They set clear expectations about the way in which the organisation intends that young people treat each other. Schools may wish to consider following the model usually referred to as Circle Time.

## 1.9 Peer support

Peer support is the umbrella term used to describe help that young people are trained to give to other young people. Peer support can offer a wide range of help to those who may lack confidence or self-esteem, be struggling with learning, or be going through a particularly difficult time personally. Young people offering support must always be trained to a high standard and offered ongoing support themselves. Childline’s website contains a booklet about peer support, which is a useful starting point, available via [www.childline.org.uk/pdfs/peersupportscheme.pdf](http://www.childline.org.uk/pdfs/peersupportscheme.pdf). There are different ways in which organisations can offer peer support, including befriending, peer mentoring and peer mediation, as discussed below.

### 1.9.1 Befriending

Befriending trains young people to be aware of when others might be lonely and need encouragement to join in. Befriending can be used in different ways, for example in school playgrounds when (normally younger) children may be lonely, to welcome a new arrival as part of a comprehensive induction programme or to help someone who needs extra support at a difficult time. As having friends is a significant protective factor against bullying, befriending can be a useful strategy for use with young people. It may also be referred to as buddying or having playground pals.

### 1.9.2 Peer mentoring

Peer mentoring is a non-judgemental relationship between people of a similar age, where the mentor has had similar experiences to the mentee(s) and therefore can be supportive from a standpoint of shared understanding – for example, having been bullied in the past. Mentoring can be carried out in one-to-one sessions, small groups or by using cyberspace. Mentors are first and foremost sympathetic listeners who remain independent and help the mentees find solutions themselves; they are not friends in the truest sense of the word, although they may be described as ‘professional friends’, and they are not counsellors. High quality training for young people is essential as it focuses on these boundaries as well as the skills needed to mentor others. Peer mentors will always need ongoing support.

### 1.9.3 Peer mediation

Peer mediation is an effective way for students to work through everyday issues, and also an opportunity to build emotional literacy – directly with those who go through the training, and indirectly via the effect of the peer mediators as role models. Peer mediation schemes are particularly effective where they are part of a clear whole-school approach to working constructively with conflict and developing relationship skills, and fit well within a restorative approach. Peer mediators can have an important role to play in the way low level conflict and difficulties are handled within a school, particularly as students are often willing to behave more openly with their peers than with members of staff. By being on the spot and able to step in when difficulties begin, they can help prevent situations from escalating (and therefore minimise the possibility of some becoming cases of long-term bullying) by enabling students to find their own solutions to conflict at an early stage. This process also reinforces core messages about effective ways of relating, for example making it possible to apologise without losing face.

As with other peer support, proper training and ongoing support from adults are vital to the success of peer mediation. Please note that peer mediation is not suitable for use in bullying incidents; the process of mediation is based on working through problems between disputants and is not suitable to be used by peers to address power imbalances caused by bullying (see the sections on restorative approaches, which are designed to do this effectively).

## 2. Targeted, low to mid-level intervention strategies

Some young people need additional support in developing and maintaining relationships, and repairing them when they go wrong. The strategies below are being used to help these young people in Lewisham.

### 2.1 Small group work

Many organisations have success with programmes of small group work, which are designed for young people to meet a range of specific needs, most commonly in the areas of social skills, anger management, assertiveness skills (standing up to people who bully is known to be an effective response; some young people need extra help to do this) and raising self-esteem. Young people who exhibit bullying behaviour and those who experience bullying can both benefit from targeted group work. Groups normally run for at least six to eight sessions and need to be facilitated by suitably experienced staff. Sessions usually involve discussion and practical activities, including role play, so that young people are given the opportunity to develop and practise new skills.

### 2.2 Circle of Friends

Circle of Friends is a social skills intervention. It is most suitable for young people from the age of about seven upwards, but can be adapted for younger children. The main objective of a Circle of Friends is to assist an individual, who is experiencing rejection by their peer group, in making stronger friendships. The young person concerned may be experiencing emotional, behavioural or social difficulties, or lack social skills (which may include exhibiting bullying behaviour or may result in being bullied). The isolated young person is often referred to as the 'focus' person. What makes Circle of Friends different from many social skills interventions is that it enlists the help of the peer group in providing support and engaging in problem solving with the focus person. Having friends is a known protective factor in relation to bullying. This special group set and review targets with the focus person in a weekly meeting facilitated by an adult, and support him or her in achieving these targets.

### 2.3 Restorative discussion

A restorative discussion or chat takes place between an adult and a young person, usually when the young person has caused some harm. The intention is to enable the young person to understand what happened, what effect the situation had on others, what they need to do to put things right, and what strategies they could adopt to avoid a similar thing happening in future. It is the young person who comes up with the answers, supported by the adult. This conversation contrasts with a 'disciplinary' conversation, the intention of which is to do with authority, control and deterrence, and normally involves the adult telling the young person what they have done wrong as well as what's going to happen as a result – often without the initial problem being talked about or resolved. Restorative discussions, like their alternative, happen informally at any time in response to everyday low-level incidents. The interaction between adult and young person may take only a few moments, but each one gives the student a clear message about the organisation's values around relationships and problem solving.

### 2.4 Mini restorative conferences

Mini-conferences are simply small-scale versions of a restorative conference (see section 3.2 on page 36) involving only those people directly involved in an incident and a trained facilitator. They normally follow a similar structure to a full conference. They are suitable for addressing minor incidents in school which would not normally need parental involvement. Mini-conferences need some preparation – the facilitator needs to speak to everyone involved separately to hear their stories, and also to prepare them for the meeting.

At the meeting, if one person is clearly responsible for the harm, it is usually useful to start by asking them what happened, and explore what they were thinking and feeling at the time and what they think about it now, before moving on to hear from the person who has been harmed. It is important for the harmed person to be able to explain what effect the incident had on them, and to be able to say what might help them now. When both have said enough about the past, and each has understood the other, the facilitator asks each what needs to happen to make things right, and supports them in moving towards an agreement. Depending on the situation, the meeting may take only a few minutes. However, it provides the opportunity for people who have been in conflict to discuss and resolve it, rather than allowing a negative atmosphere to continue and potentially escalate (possibly into a prolonged bullying situation). If used as normal daily practice it also reinforces the importance of resolving relationship issues and helps build skills that enable this.

### 3. Intensive high-level intervention

A small number of young people need intensive help with types of behaviour that mean their relationships frequently break down and they experience a significant amount of conflict. The strategies below outline more specialist support available to these young people.

#### 3.1 One-to-one support and signposting to external agencies for additional support

In some serious cases, the young person exhibiting the bullying behaviour and/or the person on the receiving end of the behaviour will have such complex needs around their social and emotional behaviour that they require one-to-one intervention as part of a package of support. This may be from within the organisation, for example through a key worker, learning mentor or voluntary mentor, or be specialist intervention from an additional agency, for example Victim Support, the Youth Inclusion Support Panel (YISP) or the Child and Adolescent Mental Health Service (CAMHS).

#### 3.2 Full restorative conferences

A formal conference is appropriate when the incident being discussed is serious enough to warrant involving parents /carers. Generally the aim is to involve all those who are directly affected, whether they are staff, students, family or other members of the community. The facilitator needs to be a trained person who is not directly involved in the incident.

This type of conference involves careful preparation. All participants need to understand the purpose of the conference and how it will work; the facilitator needs a clear idea of the issues they will bring to the meeting so that he or she can plan the best speaking sequence. Schools using the process regularly have sometimes found it helpful to alter staffing arrangements to ensure that preparation is thorough.

During the conference each participant is given the opportunity to say what has happened and how it has affected them. Later all are invited to suggest what needs to happen to repair the harm that has been done. Usually an agreement is written down and signed by everyone present. The conference process can be highly effective for those who have caused harm as it makes the effect their actions have had on others crystal clear. This clarity, in all but the most exceptional individuals, brings a sense of remorse. Although this feeling can be difficult, the setting is also supportive; the wrongdoers have the chance to make amends and be accepted – with support – back into their school, class, friendship group or organisation. For those who have been harmed, a conference provides the chance to say how they have been affected and express their needs. Their views are paramount in understanding how the harm can be healed, and they often find the process satisfying as it gives them a say in what will be happen next.

Facilitating such a meeting requires sensitivity and skill, and training for conference facilitators takes at least three days. There may be times when external facilitators are needed, for example if trained staff are not available or need to be involved in the conference as participants.

### **3.3 Class or group restorative conferences (currently a school-based intervention)**

These are meetings involving a whole class organised to explore any problems that are disrupting learning. In preparation for the conference every member of the class is asked to write down anonymously what they think is happening in the class, and what is getting in the way of learning. The facilitator begins the conference by reading these statements to the class. The problems identified are then worked through using a highly structured process. The class sits in a circle, with each member of the class having an opportunity to say both how they have been affected and, later, to take responsibility for any harm they have caused. Very clear ground rules are made with the class about how the discussion will take place, including the right to pass when it is their go. Clear ground rules ensure that everyone is listened to and has a voice in the process.

Classroom conferences can be used to discuss general behaviour issues or to deal with specific behaviours by particular individuals. As with formal restorative conferences, they normally result in a written agreement signed by all present. They need to be run by skilled facilitators, and preparation needs to be carried out with the class and with any adult taking part. Training to run classroom conferences normally takes a day for anyone who has already been trained as a restorative conference facilitator and is familiar with classroom management, including working with young people in circles.

# Chapter 5

## Useful contacts, websites and reading

### 5.1 Lewisham services

Contact	Contact details
Behaviour Inclusion Co-ordinator	Tel: 020 7138 1440
Restorative Approaches Development Officer (Schools/Youth Offending Service)	Tel: 020 7138 1434
Educational Psychology Service	Tel: 020 7138 1417
Healthy Schools Partnership	Tel: 020 7138 1336
Principal Attendance and Welfare Officer	Tel: 020 8314 6267
Child Protection Co-ordinator: Designated Officer for Schools and Education Services	Tel: 020 8314 6220
Inclusion Officer	Tel: 020 8314 9639
Policy Officer with responsibility for anti-bullying	Tel: 020 8314 6577
Family Information Service	Tel: 0800 085 0606
Youth Inclusion Support Panel	Tel: 020 8314 9397
Youth Offending Service	Tel: 020 8314 7474
Gay and Lesbian Lewisham Youth (GaLLY) project	Tel: 020 8314 3430/07730 637157
Lewisham Action on Mediation Project (LAMP) <i>Provides mediation services across Lewisham</i>	Tel: 020 8690 0760/1133 Email: lampmediation@hotmail.com Old Fire Station, 340 Lewisham High St, SE13 6LE
The Metro Centre <i>Provides services to lesbian, gay and bisexual people across south east London and offers support to schools around homophobic bullying</i>	Tel: 020 8265 3311 Email: info@metrocentreonline.org www.metrocentreonline.org
Race Equality Action Lewisham	Tel: 020 7587 2556 Email: realewisham@hotmail.com
The Children and Young Person's Service Victim Support in Lewisham	Tel: 020 8698 4583 Email: enquiries@victimsupport-lewisham.org.uk www.victimsupport-lewisham.org.uk

## 5.2 National services

1. General advice on bullying/sources of help	Contact details
<p><b>Anti-Bullying Alliance</b>  <i>The Anti-Bullying Alliance has 65 members, including many of the organisations listed below. The site has collated research, resources for use with young people, information and advice, toolkits and practical ideas for use in Anti-Bullying Week; these include questionnaires about bullying that are useful for organisations wishing to survey young people and adults about bullying. There is also a site for young people, accessed from the general website address, and a fiction booklist containing titles linked to bullying.</i></p>	<p><a href="http://www.anti-bullyingalliance.org">www.anti-bullyingalliance.org</a></p>
<p><b>Anti-Bullying Network</b>  <i>A long-established Scottish site with a comprehensive range of resources, information and advice with case studies. School-focused but useful as a resource site for all.</i></p>	<p><a href="http://www.antibullying.net">www.antibullying.net</a></p>
<p><b>Beat Bullying</b>  <i>This anti-bullying charity's website provides information, training solutions and toolkits for young people, parents/carers and professionals. It also works directly with young people and professionals and organises training.</i></p>	<p>Tel:0845 338 5068            Email: <a href="mailto:info@beatbullying.org">info@beatbullying.org</a>  <a href="http://www.beatbullying.org">www.beatbullying.org</a></p>
<p><b>Bullying UK</b>  <i>Bullying UK's (formerly Bullying Online) site provides information and advice for young people, professionals and parents/carers (including legal advice). It has useful links to other sites and an email enquiry service.</i></p>	<p><a href="http://www.bullyingonline.org">www.bullyingonline.org</a></p>
<p><b>Bully.org</b>  <i>The anti-bullying site is provided for young people by young people. It contains information about anti-bullying conferences and events, and advice about strategies.</i></p>	<p><a href="http://www.bully.org">www.bully.org</a></p>
<p><b>Bully Watch London</b>  <i>A project set up by Beatbullying, the ex-Mayor of London (Ken Livingstone), Transport for London and the Association of London Government. The site has anti-bullying information for young people and adults.</i></p>	<p><a href="http://www.bullywatchlondon.org">www.bullywatchlondon.org</a></p>

General advice on bullying/sources of help	Contact details
<p><b>Childline</b>  <i>Provides a 24-hour helpline for young people experiencing any sort of problem including bullying. The site also has a number of resources and publications, and the organisation also provides peer support training for schools.</i></p>	<p>Tel: 0800 1111  <a href="http://www.childline.org.uk">www.childline.org.uk</a></p>
<p><b>Children’s Legal Centre</b>  <i>Advice for parents/carers and professionals on a range of issues, including bullying. The organisation has published a report, <i>Bullying – a Guide to the Law</i>.</i></p>	<p>Tel: 0845 345 4345  <a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a></p>
<p><b>Department of Children Schools and Families (DCSF)</b>  <i>Government’s ‘Don’t Suffer in Silence’ anti-bullying site, which provides advice and information for teachers, parents/carers and young people, including a DVD and a wide range of other training materials.</i></p>	<p><a href="http://www.dcsf.gov.uk/bullying">www.dcsf.gov.uk/bullying</a></p>
<p><b>Equality and Human Rights Commission</b>  <i>Organisation that ‘champions equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society’. Useful links to legislation for all equalities areas.</i></p>	<p><a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a></p>
<p><b>GovernorNet</b>  <i>Site providing information and advice for school governors; includes links to articles about bullying and to relevant websites. There is also a discussion board where governors can post questions/comments.</i></p>	<p><a href="http://www.governornet.co.uk">www.governornet.co.uk</a></p>
<p><b>Kidscape</b>  <i>This charity, which is committed to keeping children safe from abuse, provides information, resources for young people, parents/carers and professionals.</i></p>	<p><a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a></p>
<p><b>NCH</b>  <i>The national children’s charity carries out research and provides services to young people and parents/carers. It provides policy briefings, publications and information for professionals, children and young people, some of which can be downloaded free from its website.</i></p>	<p><a href="http://www.nch.org.uk">www.nch.org.uk</a></p>

General advice on bullying/sources of help	Contact details
<p><b>NSPCC</b>  <i>National charity dedicated to ending all cruelty towards children. The site contains advice on a number of bullying-related topics including child protection. There is also a zone for under-18s with links to organisations that can provide support for those at risk of harm.</i></p>	<p><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a></p>
<p><b>Office of the Children’s Commissioner (OCC)</b>  <i>The Children’s Commissioner represents the views of children and young people. The site contains a section about bullying, and the OCC produced a report about bullying called Journeys, which it sent to all schools.</i></p>	<p>Tel: 0844 800 9113                      Email: <a href="mailto:info.request@childrenscommissioner.org">info.request@childrenscommissioner.org</a>  <a href="http://www.childrenscommissioner.org">www.childrenscommissioner.org</a></p>
<p><b>Parentline Plus</b>  <i>A dedicated website for parents/carers with a comprehensive section about bullying.</i></p>	<p><a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a></p>
<p><b>Teachernet</b>  <i>Government site specifically for school staff; provides information about legislation and links to specific guidance. Particularly useful for links related to bullying, for the Safe to Learn guidance and for an outline of what should be included in an anti-bullying policy.</i></p>	<p><a href="http://www.teachernet.gov.uk">www.teachernet.gov.uk</a></p>
<p><b>Young Voice</b>  <i>A charity that undertakes research with young people and promotes their views through a number of different projects. The website has comprehensive resources including case studies.</i></p>	<p><a href="http://www.youngvoice.co.uk">www.youngvoice.co.uk</a></p>

## 2. Cyberbullying

## Contact details

### **Chatdanger**

*Young-people-friendly site offering advice, information and case studies about internet and mobile phone safety.*

[www.chatdanger.com](http://www.chatdanger.com)

### **Child Exploitation Online Protection (CEOP)**

*Government agency committed to protecting children from sexual exploitation online and promoting general online safety. It provides information for young people, parents/carers and professionals.*

Tel: 0870 000 3344  
Email: [enquiries@ceop.gov.uk](mailto:enquiries@ceop.gov.uk)  
[www.ceop.gov.uk](http://www.ceop.gov.uk)

### **Childnet International**

*Childnet International's mission is to work in partnership with others around the world to help make the internet a great and safe place for children.*

Tel: 020 7639 6967  
Email: [info@childnet-int.org](mailto:info@childnet-int.org)  
[www.childnet-int.org](http://www.childnet-int.org)

### **Miss Dorothy**

*Charity committed to improving safety of young people. Miss Dorothy offers resources for younger and older age groups; those for the younger age group are designed around a character and her friends, and those for the older age group are in the form of a DVD soap opera, Watch Over Me. There is a focus on online safety in both, and Watch Over Me also contains material about other serious issues including domestic violence, use of weapons and forced marriage.*

[www.missdorothy.com](http://www.missdorothy.com)

### **Wired For Safety**

Worldwide organisation that offers advice, information and education for users of the internet and mobile phones, including general internet safety and advice about cyberbullying.

[www.wiredsafety.org/](http://www.wiredsafety.org/)

**3. Disability and bullying****Contact details****Centre for Studies on Inclusive Education (CSIE)**

*The independent organisation works towards the inclusion of children with disabilities or learning difficulties. It provides information and advice on inclusion education and related issues.*

Tel: 0117 328 4007  
<http://inclusion.uwe.ac.uk>

**Enable**

*Scottish site with information, guidance and advice on how to include young people with disabilities and prevent bullying.*

[www.enable.org.uk](http://www.enable.org.uk)

**Mencap**

*National UK charity providing information, advice and support to people with learning disabilities and their families. Mencap has a specific anti-bullying campaign website, 'Don't stick it, stop it', which is designed for all young people and focuses on changing the current situation that most young people with a learning disability are bullied. The site contains information and interactive tools for (younger) children.*

[www.mencap.org.uk](http://www.mencap.org.uk)  
[www.dontstickit.org.uk](http://www.dontstickit.org.uk)

**4. Domestic violence****Contact details****The Hideout**

*Site designed for young people who are either experiencing domestic violence or want to support someone who is. It provides information and advice, including numbers to ring, and young people are also able to hide their visit to the website.*

[www.thehideout.org.uk](http://www.thehideout.org.uk)

**5. Emotional health****Contact details****Antidote**

*Organisation that helps schools to become more emotionally literate by offering surveys (SEELS), consultation and support, and by helping schools prepare for introducing social and emotional aspects of learning (SEAL).*

[www.antidote.org.uk](http://www.antidote.org.uk)

**School of Emotional Literacy**

*Offers a wide range of consultancy and training courses for all adults working with young people, with the overall aim of improving young people's emotional literacy. Also arranges conferences and undertakes and publishes research into emotional literacy.*

[www.schoolofemotional-literacy.com](http://www.schoolofemotional-literacy.com)

**Emotional health**

**Contact details**

**Social and Emotional Aspects of Learning (SEAL)**

*The DCSF Standards website provides guidance and resources on the SEAL materials, which are downloadable from either of the website addresses listed here.*

[www.standards.dfes.gov.uk/primary](http://www.standards.dfes.gov.uk/primary)  
[www.bandapilot.org.uk](http://www.bandapilot.org.uk)

**Young Minds**

*Charity committed to improving the mental health and well-being of young people through giving information, advice and training. The website has sections for young people, parents/carers and professionals.*

[www.youngminds.org.uk](http://www.youngminds.org.uk)

**6. Gay, lesbian, bisexual and transgender (GLBT) people and bullying**

**Contact details**

**Family and Friends of Lesbian and Gays (FFLAG)**

*An organisation of parents of lesbian daughters and gay sons, which seeks to promote the well-being of lesbian, gay and bisexual people, their families and friends. It offers support, education and information.*

Tel: 0845 652 031  
 Email: [info@fflag.org.uk](mailto:info@fflag.org.uk)  
[www.fflag.org.uk](http://www.fflag.org.uk)

**GALOP**

*London LGBT community safety charity offering information, advice and resources.*

Tel: 020 7704 2040  
[www.galop.org.uk](http://www.galop.org.uk)

**School's Out**

*Organisation offering advice, resources and training about LGBT issues, including homophobic bullying.*

[www.schools-out.org.uk](http://www.schools-out.org.uk)

**Stonewall**

*Organisation that campaigns for the rights of gay, lesbian and bisexual people in the UK. Stonewall produced *The School Report* in 2007, which summarised the result of research into the experience of young LGBT people bullied at school. There is an education department that can provide staff to work with young people around homophobic bullying.*

Tel: 020 7593 1850  
 Minicom: 020 7633 0759  
 Email: [info@stonewall.org](mailto:info@stonewall.org)

7. Race, religion, culture and bullying	Contact details
<p><b>Britkid</b>  <i>Interactive website for young people (aged 9–13) that teaches them about cultural and racial differences.</i></p>	<p><a href="http://www.britkid.org">www.britkid.org</a></p>
<p><b>Coastkid</b>  <i>Brighton and Hove’s interactive anti-bullying website for young people (aged 9–13), which also has a focus on race relations and asylum seekers.</i></p>	<p><a href="http://www.coastkid.org">www.coastkid.org</a></p>
<p><b>Insted: Equality and Diversity in Education</b>  <i>Consultancy specialising in cultural diversity and race equality, with particular resources for multifaith education, Islamophobia, Jewish education and Israel studies. In addition it has a section on how to work through incidents of racist bullying, and training materials for working with staff in this area.</i></p>	<p><a href="http://www.insted.co.uk">www.insted.co.uk</a></p>
<p><b>Institute for Race Relations</b>  <i>Independent charity specialising in research and analysis in the area of race relations, with a particular section about racist attacks, which includes examples of incidents of racist bullying.</i></p>	<p><a href="http://www.irr.org.uk">www.irr.org.uk</a></p>
<p><b>Multiverse</b>  <i>Provides a range of resources that reflect the diverse background of young people; there are good links to other resources specifically for use when doing work around racist bullying.</i></p>	<p><a href="http://www.multiverse.ac.uk">www.multiverse.ac.uk</a></p>
<p><b>Parrotfish</b>  <i>Organisation that offers resources, information and training for staff and young people about diversity, racism and bullying.</i></p>	<p><a href="http://www.parrotfish.co.uk">www.parrotfish.co.uk</a></p>
<p><b>Throwing Stones</b>  <i>Resource produced by Leicestershire LA using drama to focus on racist bullying – video and resource pack aimed at 9–13 year olds.</i></p>	<p><a href="http://www.beyondbullying.com">www.beyondbullying.com</a></p>

### 5.3 Further reading

Many of the websites listed above have booklists that will direct you to both fiction and non-fiction books. Incentive Plus ([www.incentiveplus.co.uk](http://www.incentiveplus.co.uk)) and Lucky Duck Publishing ([www.luckyduck.co.uk](http://www.luckyduck.co.uk)) are good places for resources to use with young people as well for further reading.

#### Books

The following is a brief list of books that you may wish to use as a starting point for further reading; it is by no means exhaustive.

Amstutz, LS and Mullett, JH (2005) *Little Book of Restorative Discipline for Schools*, Good Books Publishing Incorporated.

Besag, VE (1989) *Bullies and Victims in Schools: A Guide to Understanding and Management*, Open University Press.

Besag, VE (2006) *Understanding Girls' Friendships, Fights and Feuds: A Practical Approach to Girls' Bullying*, Open University Press.

Cowie, H and Wallace, P (2000) *Peer Support in Action*, Sage.

Hopkins, B (2004) *Just Schools: A Whole School Approach to Restorative Justice*, Jessica Kingsley Publishers.

Morrison, B (2007) *Restoring Safe School Communities: A Whole School Response to Bullying, Violence and Alienation*, Federation Press.

Rigby, K (2002), *New Perspectives on Bullying*, Jessica Kingsley Publishers.

Thorsborne, M and Vinegrad, D (2002) *Restorative Practices in Schools*, Incentive Plus Publishing.

Thorsborne, M and Vinegrad, D (2004) *Restorative Practices in Classrooms*, Incentive Plus Publishing.

Thorsborne, M and Vinegrad, D (2007) *Restorative Practices and Bullying*, Incentive Plus Publishing.

Warren, C (2004), *Restoring the Balance: A Guide to Restorative Approaches to Behaviour Management in Schools*, Lewisham Action on Mediation Project.

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Wiseman, R (2002) *Queen Bees & Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends & Other Realities of Adolescence*, Crown Publishers, Random House.

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## Reports and guidance

The Anti-Bullying Alliance website ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)) is a good source of up-to-date reports about bullying, including specific reports about bullying in the community, bullying and disability, bystanders and abstracts from the most recent literature.

The guidance given in DCSF's Safe to Learn is comprehensive and covers cyberbullying, homophobic bullying, bullying around race, religion and culture and around SEN and disability. The guidance is at [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn).

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- <sup>3</sup> Hunt, R and Jensen, J (2007) *The School Report: The Experiences of Young Gay People in Britain's Schools*, Stonewall.
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- <sup>7</sup> MVA Consultancy (2007) *Speak Out: Lewisham Lesbian Gay Bisexual & Transgender Report for Lewisham*.
- <sup>8</sup> DCSF (2007) *Safe to Learn: Embedding Anti-bullying Work in Schools*. ([www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/)).
- <sup>9</sup> DCSF (2006) *Bullying Around Racism, Religion and Culture*.
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- <sup>31</sup> Pepler, DJ and Craig, W (2000) *Making a Difference in Bullying*, LaMarsh Centre for Research on Violence and Conflict Resolution.
- <sup>32</sup> Wilson, D, Sharp C and Patterson, A (2006) *Young People and Crime: Findings from the 2005 Offending, Crime and Justice Survey*.
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# Appendix 1

## Anti Bullying-policy template

Sections	What the sections should cover
<b>Statement of values and vision</b>	<p>Organisational values about young people's rights, responsibilities, behaviour and well-being.</p> <p>References to Every Child Matters framework (<a href="http://www.everychildmatters.gov.uk">www.everychildmatters.gov.uk</a>).</p>
<b>Links with other policies</b>	Behaviour and relationship management, child protection, health and safety etc.
<b>Statement of intent</b>	Purpose of the policy.
<b>Agreed definition of bullying</b>	Lewisham's agreed definition from the Anti-Bullying Alliance as a minimum standard (you may wish to produce your own): <i>Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim.</i>
<b>Evidence of consultation</b>	Detail who has been consulted in the development of the policy, e.g. children and young people, staff, parents/carers, governors, partners and some examples of their views.
<b>Short summary of what you know about bullying in your organisation</b>	<ul style="list-style-type: none"> <li>• types of bullying (see list on page 12)</li> <li>• frequency of bullying</li> <li>• impact of bullying</li> <li>• categories of bullying, including racist, homophobic and other sexuality-related, gender-related, sexual, disability and special-needs-related and cyber bullying</li> <li>• any other data that is relevant.</li> </ul>
<b>Statement about how you generally aim to prevent and respond to bullying</b>	List of the work you do in your organisation that contributes to the prevention of bullying, e.g. staff modelling, personal development/PSHCE, social and emotional aspects of learning development, support available, link to behaviour management policy and review, anti-bullying week, working with outside agencies etc.

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	List of the work you do linking with other organisations that means off-site bullying is prevented and responded to effectively.
<b>Your procedures for working through an incident of bullying</b>	Set out how you work through incidents of bullying. You may want to use your own flow chart or adapt the one in this policy, or arrange this section by writing separately about how you respond to the person doing the bullying, the person bullied and any others involved or affected. Include your system for reviewing incidents once they are closed.
<b>Statement about how you will monitor and evaluate your practice, and review your anti-bullying policy</b>	<p>Outline what you will do to establish whether your policy is working, e.g. data collection (refer to local authority termly data collection), qualitative data from young people, staff and parents/carers to help identify the most successful anti-bullying strategies and areas that need improving.</p> <p>Outline what you will do with your data once you have collected it – analysis, who it will be shared with and how you will use it to change practice and policy.</p> <p>State how often you will review your policy (DCSF recommends every two years; others say best practice is annually).</p> <p>Outline how you will review your policy – who will be involved and what they will do.</p>

## Appendix 2

# Legislation and policy

The following legislation covers the obligations for schools, local authorities and other settings.

### **Equality Act (Sexual Orientation) Regulations 2007**

Local authorities, schools and settings must treat bullying on the basis of sexual orientation as seriously as that grounded in race, gender or disability. Organisations need to ensure that young people have full access to education, benefits, facilities or services provided by the organisation, regardless of their sexual orientation or that of their parents/carers.

### **Racial and Religious Hatred Act 2006 – this forms part of the Public Order Act 1986.**

The Act makes it an arrestable offence to display threatening language, behaviour or written material in a public place, with the intention to threaten or stir up hatred.

### **The Gender Equality Duty (GED) 2006**

The GED requires local authorities to publish a Gender Equality Scheme (GES), which details how unlawful sex discrimination and harassment, including bullying, on the grounds of sex will be eliminated, and how the local authority will promote equal opportunities between males and females.

### **Disability Equality Duty (DED) 2005**

Local authorities, schools and other settings have specific duties to meet the needs of disabled students and have a general duty to promote disability equality and participation. Local authorities, schools and colleges have to prepare and publish a disability equality scheme, showing how they will meet these duties.

### **The Children Act 2004**

This act requires agencies to work in partnership to promote and safeguard the welfare of children and young people. The following form part of the Act:

- **Local Safeguarding Children Board (LSCB)** – These boards replaced the former area child protection committees, and are responsible for ensuring their members work together to improve safeguarding across children’s services in the area.
- **The Children and Young People’s Plan (England) Regulations 2005** required local authorities to develop a Children and Young People’s Plan (CYPP) with their partners by April 2006. The CYPP should demonstrate how the five Every Child Matters (ECM) outcomes will be met through the integration of children’s services. Progress of the plan must be monitored through annual reviews. A key judgement in the national inspections specifically relates to bullying. A CYPP must be produced every three years.

- **The Children and Young People’s Plan (England) (Amendment) Regulations 2007** brings schools into line with other children’s services in relation to Every Child Matters, as schools must now align their standards to the ECM framework. Evidence will be obtained from the school’s self-evaluation form (SEF), in which the school evaluates its progress in all areas, including the success of its anti-bullying strategies.
- **The Office of the Children’s Commissioner (OCC)** was created, together with the post of Children’s Commissioner, to champion the rights of children and young people. The Commissioner is responsible for listening to their views on issues that affect them and ensuring their basic human rights under the UN Convention on the Rights of the Child. The Commissioner’s remit includes tackling discrimination, youth justice and anti-social behaviour, bullying, vulnerable children, disabled children, and children and young people’s health and well-being. The Commissioner has powers to hold public bodies answerable for recommendations of the Office of the Children’s Commissioner.
- **Youth Matters: Next Steps (YMNS)** takes forward the recommendations from the Youth Matters Green Paper. As part of this, the government has developed quality standards for information, advice and guidance (IAG) provided to young people, parents and carers on personal, social, emotional and personal development issues. The YMNS includes the Respect Action Plan (RAP), the government’s strategy for tackling the causes of disrespectful and anti-social behaviour.

### **The Anti-Social Behaviour Act 2003**

**Parenting Orders:** Magistrates’ courts must issue parenting orders to accompany all ASBOs for young people under age 16. Local authorities, schools and youth offending teams (YOTs) can apply to magistrates’ courts for parenting orders to assist with the improvement of young people’s behaviour and school attendance or prevent a young person from engaging in criminal activities or anti-social behaviour. Parenting orders can also be used if a parent has not adhered to a previously issued, more informal parenting contract.

**Acceptable Behaviour Contracts (ABCs):** ABCs are voluntary agreements made with a person who has been involved in anti-social behaviour, usually in their local area. They can be drawn up in collaboration with Anti-Social Behaviour Action Teams, police, housing officers and/or registered social landlords.

**Anti-Social Behaviour Orders (ASBOs):** People involved in ongoing and more serious anti-social behaviour that alarms, harasses or distresses others can be subject to an ASBO. The 2003 Act strengthened the law around their application, which must go through a magistrates’ court.

### **Fostering Services National Minimum Standards (NMS) 2002**

Fostering services must have an anti-bullying policy in place so they can recognise bullying behaviour, monitor and address it. The policy must include the provision of advice to foster carers to help them to deal with bullying incidents.

### **The Race Relations 1976 (Statutory Duties) Order 2001**

This order requires local authorities and schools to publish a Race Equality Policy (REP). The REP should demonstrate how maintenance and review of the policy is built into its action plans, how progress of the policy is measured and how its actions will result in positive outcomes.

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

Under the RRAA, local authorities and schools must tackle racial discrimination, which is against the law, and promote equal opportunities and good relations among people from different racial groups. They must also set out how they will deal with racist incidents within a race equality policy. Schools are required to provide reports to the local authority and their school governors about racist incidents that occur in the school.

### **The Crime and Disorder Act 1998**

Partners including the local authority, police, probation and health service must work together to develop, implement and publish a three-year strategy for reducing crime and disorder for the area. This should include strategies to reduce anti-social behaviour, which incorporates aspects of bullying. This Act introduced the implementation of Anti-Social Behaviour Orders (ASBOs).

### **UN Convention on the Rights of the Child (1989)**

This protects children by setting out their basic human rights. These include children's right to protection from harmful influences, abuse and exploitation and their right to participate fully in family, cultural and social life.

## School-specific legislation

### Education and Inspection Act (EIA) 2006

This Act states that head teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

Duty to Promote Community Cohesion: Since September 2007 governing bodies have been required to promote community cohesion in ways that are linked to the five ECM outcomes through three broad themes: teaching, learning and the curriculum; equity and excellence; and engagement and ethos. Schools need to ensure that:

- there is a common vision and sense of belonging by all communities
- the diversity of people's backgrounds is appreciated and valued
- similar life opportunities are available to all
- strong, positive relationships exist and are developed.

**Violent Crime Reduction Act 2006:** A section of the Violent Crime Reduction Act 2006 has been inserted into the EIA, as an amendment to the Education Act 1996. This means that where staff suspect that students are carrying a weapon (knives or blades, etc.) onto the school premises, nominated staff may search the student or their possessions, in the presence of another staff member. Items classed as weapons may then be confiscated; however, they must then be handed over to the police as soon as possible.

### Education Act 2005

Schools are required to adopt safe practices and evaluate the extent to which learners feel safe, including whether students feel safe from bullying and racist incidents, and the extent to which they feel confident to talk to staff and others when they feel at risk. During school inspections, inspectors will routinely seek views from students about their experience, including whether they feel free from bullying and harassment.

### Education Act 2002

Governing bodies and local authorities have a duty to safeguard the welfare of students: the governing body of a maintained school will make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safe-guarding and promoting the welfare of children who are pupils at the school.

### Schools Standards and Framework Act 1998

This requires head teachers to take steps to encourage good behaviour and respect for others, and to prevent all forms of bullying between students. From September 1999 schools have been required to have an anti-bullying strategy.

# Appendix 3

## Lewisham's Every Child Matters anti-bullying objectives from the Children and Young People's Plan

### Be Healthy

- HE1.8 Ensuring that all children and young people know where to go and have access to a range of support if they feel troubled
- HE2.2 Providing early support and access to services for pupils refusing to attend school for emotional reasons, school phobic children and their families
- HE3.1 Counselling and supporting all pupils who are bullied or harassed

### Stay Safe

- SS1.2 Supporting settings and schools to develop anti-bullying and equality policy and practice through restorative justice
- SS1.6 Ensuring that action is taken to challenge and reduce discrimination and harassment by children and young people
- SS2.4 Ensuring co-ordination in the identification, protection and support for children and young people affected by domestic violence
- SS2.7 Ensuring support for children and young people who are the victims and perpetrators of bullying, discrimination, harassment or crime, including use of restorative justice
- SS3.1 Using restorative justice to support victims of bullying/harassment
- SS3.11 Supporting all settings and schools to ensure that they have appropriate training in identifying domestic violence situations involving children

### Enjoy and Achieve

- EA1.10 Supporting schools to improve attendance and behaviour
- EA2.7 Training restorative justice co-ordinators in schools

## **Make a Positive Contribution**

- PCO 4** Ensure children and young people recognise the effects of their behaviour on others and the communities in which they serve
- PC1.7** Ensuring that children and young people are empowered to deal positively with threatening circumstances

## **Economic Well-Being**

- EWO 1** Young people aged 14–19 have access to and participate in further education, employment or training
- EW2.2** Planning provision in a way that is sensitive to all equality issues and to the needs of potentially underachieving groups

## Appendix 4: Tell Us 2 survey, 2007: responses to questions about bullying

Questions asked in the survey	Lewisham %			National %		
	All	Male	Female	All	Male	Female
<b>Children/young people who felt a bit/very unsafe from being hurt by other people</b>						
Around the local area	29	25	32	25	24	26
On public transport (such as buses, trains, trams, tubes)	33	24	39	27	23	30
Going to and from school	22	25	19	13	13	13
In school	17	17	16	14	14	13
At home	3	2	4	4	4	5
<b>Children/young people who felt very safe from being hurt by other people</b>						
Around the local area	20	21	19	26	29	22
On public transport (such as buses, trains, trams, tubes)	17	24	13	18	22	14
Going to and from school	30	24	34	45	48	43
In school	46	49	43	46	47	46
At home	83	83	83	82	83	81
<b>Children/young people who felt a bit unsafe from being hurt by other people</b>						
Around the local area	26	24	28	20	19	22
On public transport (such as buses, trains, trams, tubes)	27	20	31	22	19	26
Going to and from school	17	20	15	10	10	11
In school	12	11	13	10	10	10
At home	2	2	2	3	3	3
<b>Children/young people who felt very unsafe from being hurt by other people</b>						
Around the local area	3	2	5	4	5	4
On public transport (such as buses, trains, trams, tubes)	6	4	8	5	4	5
Going to and from school	5	5	4	3	3	3
In school	4	7	3	3	4	3
At home	1	0	1	1	2	1
<b>How often children/young people had been bullied in school in the last four weeks</b>						
Never	71	63	76	70	71	70
A couple of times in the last four weeks	18	22	15	17	16	18
About once a week	3	2	3	4	4	4
Two or three times a week	3	6	1	3	3	3
Most days	6	7	5	5	5	5
<b>How well children/young people felt their school dealt with bullying</b>						
Very/Quite well	55	55	55	57	56	57
Not very/Not at all well	33	34	31	30	30	30
Bullying not a problem in my school	3	4	3	4	5	3
Very well	24	28	22	22	23	21
Quite well	31	27	33	35	33	36
Not very well	23	23	23	20	19	21
Not at all well	9	11	8	10	11	10

# Appendix 5: Bullying incident notes

(optional use for your records)

## Sample bullying/harassment incident reporting form

<b>Name of school:</b>	<b>Report no.</b>																																																								
<b>Autumn/spring/summer term</b> (delete as applicable) <b>Date:</b>																																																									
How many victims did the incident involve? <input style="width: 50px;" type="text"/>	How many wrongdoers did the incident involve? <input style="width: 50px;" type="text"/>	Is wrongdoer or victim a looked after child? <input style="width: 50px;" type="text"/>																																																							
Name/contact details of person who reported the incident: _____																																																									
Name(s) and year group(s) of victim(s): _____ _____																																																									
Name(s) and year group(s) of wrongdoer(s): _____ _____																																																									
<b>Type of bullying</b> (please tick the relevant categories)																																																									
<input type="checkbox"/> Verbal	<input type="checkbox"/> Physical	<input type="checkbox"/> Provocative (Inciting others to behave in a racist/homophobic/disablist way, etc)																																																							
<input type="checkbox"/> Social	<input type="checkbox"/> Cyber	<input type="checkbox"/> Non-verbal	<input type="checkbox"/> Combination of behaviours																																																						
<input type="checkbox"/> Other, please specify: _____																																																									
Brief description of the incident: _____ _____																																																									
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**Bullying category** (please tick the applicable category) \* For racist incidents, please also delete as applicable

**Racist:**  Did the incident involve students? \*Yes/No      Did the incident involve staff/adults? \*Yes/No

**Religious:**  Jewish       Muslim       Buddhist       Hindu       Sikh       Christian       Other

**Gender:**  Male       Female

**Disability:**  Physical       Learning       Both

**Sexuality:**  Homophobic (lesbian/gay)       Biphobia (bisexual people)       Transphobia (transgender people)

**When the incidents took place** (please tick relevant boxes)

**At school/youth provision site:**  Before school       After school       Break/lunchtime       Lesson time  
 Out of hours and off school/youth setting site       During youth activity times

**Where the incident(s) took place** (please tick relevant boxes)

Bus stop       On bus       On train       Walking to/from school/youth club       At home  
 Playground       Toilets       Classroom       Corridor       Other, please specify:

**Frequency and duration** (please tick the applicable box)

**Frequency:**  Once or twice       Several times       Frequently      Duration: \_\_\_\_\_

**Type of action taken** (please tick relevant boxes)

Checked for earlier incidents involving same pupils       Notify tutor/class teacher  
 Individual discussions with pupils involved       Group discussion with pupils involved  
 Discussion of incident with peers/class       Restorative intervention  
 Ongoing support/monitoring from staff       Details of action agreed with pupils  
 Applied sanctions in line with school's behaviour policy       Parent letter/meeting

**Additional action taken** (please tick the applicable box)

Medical treatment       Report to governors       Follow-up date set       Police involvement  
 Involvement of other agencies/organisations, e.g. social worker for a looked after child  
 Other, please specify:

**Details of support given** (please tick relevant boxes)

Counselling       Peer support       Referral to voluntary sector agencies       Referral to CAMHS  
 None – offered but turned down       Referral to local authority service

Other, please specify: \_\_\_\_\_

**Outcome:** \_\_\_\_\_

**Name and designation of member of staff completing this form:**

Print name: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix 6

## Guidance on using our racist incident reporting system

### Introduction

Schools and services have a statutory duty to record and report racist incidents to the local authority. We have revised our racist incidents e-reporting form (see scaled down version on page 63), to make it easier for schools/services to complete. This form will replace the existing one that was introduced in 2006/7. As is currently the case, the form will require information on incidents that involve either children and young people, staff/adults or young people and adults. The e-reporting form should be used to report the summary of racist incidents that involved children and young people or adults.

The McPherson definition will still be used to define racist incidents – ‘any incident which is perceived to be racist by the victim or any other person’.

From autumn 2008, schools and Youth Service settings will be expected to provide the Children’s Services Directorate (CSD) with a summary report of racist incidents each term, using the new e-form. The report should include incidents that occur off the school premises, but which are reported to the school or service.

Schools and Youth Service settings will receive the e-forms during the first week of September 2008. The forms will be contained in a spreadsheet, which will be sent by email. Hard copies will also be sent in the school mailing.

Each e-reporting form should be completed and returned by the due return date. This will be specified on each form. Please make sure that the e-reports are sent to the collection mailbox for data collection at [edudata.collect@lewisham.gov.uk](mailto:edudata.collect@lewisham.gov.uk).

### How the information will be used

The information from the forms will be collated with that from other similar types of schools in the borough – primary, secondary and so on. The data will then be analysed and evaluated. It will also be made accessible to schools and services. We will not monitor, analyse or publish individual school or service information.

## Completing the e-reporting form

### School, service, term or year

We need to know what school or service the information is related to and the relevant period that the report covers. Please type in the name of your school or service in the relevant row. Please also type in the term and year that the report relates to.

### Total number of incidents

*You do not need to fill in this box.* The box for the total number of incidents has been formulated to calculate the total figures that you put in, based on the figures you put in for incidents involving staff or adults only, young people only and children and young people and staff or adults (see Section 1). *Please note that an incident involving more than one victim/wrongdoer is counted as one incident.*

### Number of incidents involving more than one victim/wrongdoer

Please provide us with the total number of incidents that occurred, where more than one victim or wrongdoer was involved in the incident.

### Number of incidents involving staff/adults only, children and young people only, staff and children and young people

We want to know how many incidents involved staff/adults only, how many involved children and young people only, and how many involved children, young people and staff. Please provide us with the total number under the relevant category. Please also provide us with a breakdown of the number for males and females, where it refers to the gender of victims/wrongdoers.

### Gender of wrongdoers

We want to have a breakdown of the gender of the wrongdoers. Please let us know the number of males and females, where it refers to the gender of wrongdoers.

### Section 2 – Ethnicity monitoring

Where you have entered figures in the racist incidents category in Section 1, we need to know a summary of the ethnicity of the victims and wrongdoers. Please provide us with the number of victims (V column) and the number of wrongdoers (W column) in the relevant category.

### Section 3 – Types of racist behaviour

We would like to know the types of behaviour that took place. Please provide relevant numbers in the box by each option.

### Section 4 – When the incidents took place

We would like to know when bullying incidents took place. Please provide relevant numbers in the box by each option.

### Section 5 – Location of incidents

We would like to know the location of bullying incidents. Please provide relevant numbers in the box by each option.

**Racist incident proforma**

**SECTION 1: Bullying/Harassment e-reporting form**

Please return this form to: [edudata.collect@lewisham.gov.uk](mailto:edudata.collect@lewisham.gov.uk) by:

**Primary & nursery:** Insert school: \_\_\_\_\_  
**Secondary inc post-16:** Insert school: \_\_\_\_\_  
**Special & PRU:** Insert school: \_\_\_\_\_  
**Service** Insert service: \_\_\_\_\_  
**Term:** Insert period: \_\_\_\_\_ **Year:** Insert year \_\_\_\_\_

**Total no. of incidents**  **No. involving more than one:** Wrongdoer  Victim

<b>Number involving staff/adults only</b>	<input type="text"/>	<b>Gender of victims</b>	Male <input type="text"/>	Female <input type="text"/>
	<input type="text"/>	<b>Gender of perpetrators</b>	Male <input type="text"/>	Female <input type="text"/>
<b>Number involving young people only</b>	<input type="text"/>	<b>Gender of victims</b>	Male <input type="text"/>	Female <input type="text"/>
	<input type="text"/>	<b>Gender of wrongdoers</b>	Male <input type="text"/>	Female <input type="text"/>
<b>Number involving CYP and staff/adults</b>	<input type="text"/>	<b>Gender of victims</b>	Male <input type="text"/>	Female <input type="text"/>
	<input type="text"/>	<b>Gender of wrongdoers</b>	Male <input type="text"/>	Female <input type="text"/>

**NIL Reports, please enter:**

**SECTION 2: Ethnicity**

V	White	W	V	Mixed	W	V	Asian	W	V	Black	W
	British			White/Black Caribbean			Indian			Caribbean	
	Irish			White/Black African			Pakistani			African	
	Other			White/Black Asian			Bangladeshi			Other	
				Other mixed			Other				
V	South Asian	W	V	Traveller group	W	V	Other ethnicities	W			
	Chinese			Traveller of Irish heritage			Other				
	Vietnamese			Gypsy/Roma			Not known				
	Other			Other							

**SECTION 3: Types of racist behaviour** (please write numbers in the boxes)

Verbal  Physical  Social  Cyber  Non-verbal  \*Provocative   
 Combination of behaviours  Other  *\* Inciting others to behave in a racist way.*

**SECTION 4: When the incidents took place** (please write numbers in the boxes)

**At school** Before school  After school  **Out of hours and off school premises**   
 Break/lunchtime  Lesson time

**SECTION 5: Location of incidents** (please write numbers in the boxes)

Bus stop  On bus  On train  Walking to/from school   
 Playground  Toilets  Classroom   
 Corridor  Office  Other

**Thank you. Please return to:**  
[edudata.collect@lewisham.gov.uk](mailto:edudata.collect@lewisham.gov.uk)

# Appendix 7

## Annual survey data collection

As a result of new requirements on the local authority to collect and analyse data about bullying involving children and young people we have devised a method for annual data collection, which is outlined below.

### The Audit Toolkit

Lewisham has opted to adapt the Anti-Bullying Alliance Audit Toolkit in order to collect data. The toolkit was devised by Peter Smith and the ABA Research Team at Goldsmiths' College and is designed to help schools and local authorities survey young people, staff and parents/carers about bullying, report on the findings and enable individual organisations and the local authority to make informed decisions about anti-bullying strategy and practice.

The toolkit contains four questionnaires:

- ABAQ1: for staff
- ABAQ2: for parents/carers
- ABAQ3: for children and young people (35 questions for 11-year-old young people and over)
- ABAQ4: for children and young people (20 questions for 9–11-year-old young people and older young people with additional needs).

Questionnaires are complete anonymously, and the children and young people's questionnaires include an accompanying information sheet.

Full guidance about the Audit Toolkit can be downloaded from the Anti-Bullying Alliance website at [www.anti-bullyingalliance.org.uk/downloads/pdf/aba\\_audit\\_toolkit\\_user\\_guidance.pdf](http://www.anti-bullyingalliance.org.uk/downloads/pdf/aba_audit_toolkit_user_guidance.pdf).

### Lewisham data collection

Gaining a more informed picture of the extent and nature of bullying affecting children and young people in Lewisham is important. We will begin formal collection in 2008, using the children and young people's questionnaires only; staff and parent/carer questionnaires may be added to the formal data collection in later years but we will help facilitate the use of these by individual organisations from 2008 as requested.

We are aware that data collection can be time consuming so have devised the following system that uses local authority resources to analyse data once it has been collected by schools and youth settings.

1. The local authority will place the adapted versions of ABAQ3 and ABAQ4 on both the Lewisham website and on the Fronter system using Survey Monkey for the period covering the second half of the autumn term.
2. Schools, PRUs and some youth settings will be asked to arrange for all children and young people in school years 5, 8 and 10 to complete the Lewisham version of either ABAQ3 or ABAQ4 online during the second half of the autumn term. In schools we suggest that survey completion

becomes part of the PSHCE curriculum, particularly as Anti-Bullying Week falls in the third week of November each year.

3. If schools and settings wish to use either the staff questionnaire (ABAQ1) or the parent/carer questionnaire (ABAQ2) the local authority will help facilitate online access.
4. The local authority will collate and analyse questionnaire results for each school or youth setting and share them with that setting only. Individual organisation-level data will not be shared with other settings at this stage.
5. Survey Monkey will automatically provide numerical summaries of the results. Each school or setting will evaluate their data in order to inform practice and policy within their organisation.
6. The local authority will produce an authority-wide analysis of data that shows trends across the borough and which will therefore inform strategic multi-agency approaches to bullying. This analysis will be shared with all organisations working with children and young people.
7. The data collection process is repeated annually so that we can assess the impact of anti-bullying policy and practice and make changes as appropriate.

Lewisham's version of ABAQ3 follows for reference.

# children & young people's questionnaire



This questionnaire is about bullying. Bullying means people doing nasty or unkind things to you on purpose, more than once, which it is difficult to stop.

This is about what you think and what may have happened to you or others you know. You do not have to answer the questionnaire, and you can leave out questions if you wish. But your answers will be confidential – do NOT put your name on the questionnaire.

Please answer all questions as truthfully as possible. There is a pupil/student information sheet with this questionnaire, which you can keep or pass on to a friend.

---

## First, tell us about yourself:

---

1:

I am a  boy  girl

2:

I am in Year \_\_\_\_\_

3: Do you have a Statement of Special Educational Needs or any form of disability?

- Yes
- No
- Not sure

4: School or setting where you are filling this in:

\_\_\_\_\_

## Your experiences of bullying in school

Please describe any experiences you have of being bullied in school in the last 12 months.

### 5: What form did the bullying take?

(you can tick more than one box)

- Physical
- Verbal
- Indirect (spreading rumours, excluding you)
- Cyberbullying
- Other
- There was none

### 6: Do you think it was any of these?

(you can tick more than one box or none)

- Bullying because of your race
- Bullying because of your disability
- Bullying because of your faith
- Sexist bullying
- Homophobic bullying

### 7: Who did you tell?

(you can tick more than one box)

- No-one
- A member of school staff
- A friend
- An older boy or girl
- Your parent or carer
- Another adult
- Your brother or sister
- A peer supporter/buddy/befriender/mentor
- I phoned a helpline

### 8: What happened?

(you can tick more than one box)

- Something was done that stopped the bullying
- Something was done but it didn't stop the bullying
- Something was done but it made the bullying worse
- Nothing was done but the bullying stopped anyway
- Nothing was done and the bullying carried on

### 9: In the last year how much have you been bullied in school?

- A lot
- A little
- Not at all

### 10: When did the bullying last happen?

- In the last week
- In the last month
- In the last term
- In the last year
- None, I haven't been bullied

## Your experiences of bullying outside school

Please describe any experiences you have of being bullied outside school in the last 12 months.

### 11: What form did the bullying take?

(you can tick more than one box)

- Physical
- Verbal
- Indirect (spreading rumours, excluding you)
- Cyberbullying
- Other
- There was none

### 12: Do you think it was any of these?

(you can tick more than one box or none)

- Bullying because of your race
- Bullying because of your disability
- Bullying because of your faith
- Sexist bullying
- Homophobic bullying

### 13: Who did you tell?

(you can tick more than one box)

- No-one
- A member of school staff
- A friend
- An older boy or girl
- Your parent or carer
- Another adult
- Your brother or sister
- A peer supporter/buddy/befriender/mentor
- I phoned a helpline

### 14: What happened?

(you can tick more than one box)

- Something was done that stopped the bullying
- Something was done but it didn't stop the bullying
- Something was done but it made the bullying worse
- Nothing was done but the bullying stopped anyway
- Nothing was done and the bullying carried on

### 15: In the last year how much have you been bullied out of school?

- A lot
- A little
- Not at all

### 16: If you have been bullied out of school would you say where it happened.

\_\_\_\_\_

### 17: How safe do you feel from being bullied outside school?

- Very safe
- quite safe
- Not very safe
- Not safe at all

## Have you witnessed bullying?

This section is about any bullying you may have seen during the last 12 months.

**18: Have you seen any bullying in school in the last 12 months?**

- No
- Yes, a little
- Yes, a lot

If you have answered **NO**, please go straight to question 23.

If you have answered **YES** (either 'Yes, a little' or 'Yes, a lot'), please answer the following questions ticking whichever apply.

**19: When did the bullying last happen?**

- In the last week
- In the last month
- In the last term
- In the last 12 months

**20: Who did you tell?**

(you can tick more than one box)

- No-one
- A member of school staff
- A friend
- An older boy or girl
- Your parent or carer
- Another adult (e.g. police officer, youth worker)
- Your brother or sister
- A peer supporter/buddy/befriender/mentor
- I phoned a helpline

**21: What happened then?**

(you can tick more than one box)

- Something was done that stopped the bullying
- Something was done but it didn't stop the bullying
- Something was done but it made the bullying worse
- Nothing was done but the bullying stopped anyway
- Nothing was done and the bullying carried on

**22: What would you do now if you saw someone else being bullied in school?**

(you can tick more than one box)

- Nothing
- Walk away
- Laugh
- Join in
- Tell an adult
- Try to stop the bully
- Comfort the victim
- Call for help
- Get help from other children

**23: Have you seen any bullying outside school in the last 12 months?**

- No
- Yes, a little
- Yes, a lot

**If you have answered NO, please go straight to question 28.**

**If you have answered YES (either 'Yes, a little' or 'Yes, a lot'), please answer the following questions ticking whichever apply.**

**24: When did the bullying last happen?**

- In the last week
- In the last month
- In the last term
- In the last 12 months

**25: Who did you tell?**

(you can tick more than one box)

- No-one
- Someone at school
- A friend
- An older boy or girl
- Your parent or carer
- Another adult (e.g. police officer, youth worker)
- Your brother or sister
- A peer supporter/buddy/befriender/mentor
- I phoned a helpline
- Other (e.g. youth worker, police)

**26: What happened then?**

(you can tick more than one box)

- Something was done that stopped the bullying
- Something was done but it didn't stop the bullying
- Something was done but it made the bullying worse
- Nothing was done but the bullying stopped anyway
- Nothing was done and the bullying carried on

**27: What would you do now if you saw someone else being bullied outside school?**

(you can tick more than one box)

- Nothing
- Walk away
- Laugh
- Join in
- Tell an adult
- Try to stop the bully
- Comfort the victim
- Call for help
- Get help from other children

## Have you taken part in bullying?

Now a few questions about whether you have taken part in bullying someone else.

### 28: Have you bullied anyone in the last year in school?

- No
- Yes, a little
- Yes, a lot

If you have answered NO, please go straight to question 33.

If you have answered YES (either 'Yes, a little' or 'Yes, a lot'), please answer the following questions ticking whichever apply.

### 29: What kind of bullying was it?

(you can tick more than one box)

- Physical
- Verbal
- Indirect  
(spreading rumours, excluding someone)
- Cyberbullying

### 30: When did you last bully someone in school?

- I have not bullied anyone
- In the last week
- In the last month
- In the last term
- In the last year
- Only a long time ago

### 31: Have you bullied anyone in the last year outside school?

- No
- Yes, a little
- Yes, a lot

If you have answered NO, please go straight to question 33.

### 32: When did you last bully someone outside school?

- I have not bullied anyone
- In the last week
- In the last month
- In the last term
- In the last year
- Only a long time ago

## About your school

Now a few questions about your school

**33: Do you feel that your school is a happy and caring school?**

- Yes, usually
- Yes, sometimes
- No

**34: Do you feel safe at school?**

- Yes
- Most of the time/most places
- No

**35: Does your school care for/support pupils who are worried, sad or upset?**

- Yes, usually
- Yes, sometimes
- No

**36: Does your school seek and listen to the opinions of pupils?**

- Yes, usually
- Yes, sometimes
- No

**37: Have you ever been involved in or asked about your school's Anti-Bullying Policy?**

- Yes
- Not sure
- No

**38: Does your school do anything to mark National Anti-Bullying Week?**

- Yes
- No
- Not sure

**39: Tick which of these things you know your school has or does to prevent bullying or to support children and young people who are bullied.**

**School Anti-Bullying Policy**

(a written document with your school's methods of stopping bullying)

No  Yes

**Assemblies about bullying**

(whole school assemblies where bullying is discussed)

No  Yes

**Classroom lessons about bullying**

(talking about bullying with your class and teacher)

No  Yes

**Staff take bullying seriously**

(if bullying happens, teachers/other staff take action to stop it)

No  Yes

**The school takes action against homophobic bullying**

(staff respond to this kind of bullying)

No  Yes

**Posters or leaflets around the school**

(giving information about bullying in corridors and classrooms)

No  Yes

**Playground work**

(ways of making the playground safe from bullying, such as lunchtime supervisors)

No  Yes

**Peer supporters, buddies, befrienders, mentors**

(older pupils are trained to help or support victims of bullying)

No  Yes

**Counselling**

(someone with special training who can help both bullies and victims change their ways)

No  Yes

*Thank you for completing this questionnaire*

If you have a problem with any issues relating to bullying, please talk to someone. A teacher or headteacher will be able to help you. If your school has a peer-support scheme, you could use that. If you do not feel comfortable talking to someone in your school, you can talk to someone you can trust, a friend, parent or carer. They can come with you to talk to a teacher or someone else about the problem.

You can also call ChildLine free on 0800 1111; someone is there all the time and the number will not show up on the telephone bill. If you cannot get through the first time please try again.

If you have access to the internet you can go to the Anti-Bullying Alliance website which has a section headed 'Children' that will give you more information and advice on dealing with bullying. [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

It is important to remember that bullying happens to many people, and you are not alone. There are people in your school and outside who can listen and offer advice.

**REMEMBER: KEEPING QUIET ABOUT BULLYING ALLOWS IT TO GO ON**

# Acknowledgements

## **Lewisham Youth Service**

Thank you to Lewisham Youth Service for its contribution towards the Indicators and Symptoms of Bullying section. We also wish to thank Beat Bullying who were the original source of the anti-bullying template, which we have modified for Lewisham use, and the Anti-Bullying Alliance for its ongoing guidance. Lastly, thanks to Finn Mackay at CEA Islington for her work around prejudice-related bullying that has informed our work on bullying categories.

## **Anti-Bullying Focus Group Membership**

We have established an anti-bullying focus group made up of staff, parents and young people. In March 2007, members from the group attended a half-day event, where they took part in workshops to help shape this policy. The group shared different agency perspectives, practice and committed themselves to working together to find solutions to bullying. Their work contributed to the development of this policy.

The focus group members include representatives from the following groups and organisations in Lewisham:

- Anti-Social Behaviour Action Team (ASBAT)
- Behaviour & Inclusion Service
- Child and Adolescent Mental Health Service
- Lewisham Community Consultants
- Children & Young People's Policy
- Connexions
- Healthy Schools Programme
- Lewisham Safeguarding Children's Board
- Lewisham Children's Fund
- Looked After Children's Service
- The Metro Centre
- Parents/Carers
- Performance Team
- Policy & Partnerships
- Race Equality Action Lewisham (REAL)
- School Improvement Team
- Schools
- Standing Advisory Council on Religious Education (SACRE)
- Victim Support Children & Young People's Service
- Voluntary Action Lewisham (VAL)
- Young people
- Youth Offending Service

For translation, please provide your details below:

Për përkthim, ju lutemi shkruajini më poshtë detajet tuaja:

Pour la traduction, veuillez fournir les détails ci-dessous:

若需翻译, 请您提供下列详情:

Wixii ku saabsan turjumaad, fadlan hoos ku qor faahfaahintaada:

மொழிபெயர்ப்பிற்காக தயவுசெய்து உங்களைப் பற்றிய விபரங்களைக் கீழே அளியுங்கள்:

Tercüme edilmesi için, lütfen aşağıda detaylarınızı belirtin:

Đề dịch thuật, xin hãy cung cấp các chi tiết của bạn phía dưới:

Name:

Emri:

Nom:

姓名:

Magaca:

பெயர்:

İsminiz:

Tên:

Address:

Adresa:

Adresse:

地址:

Cinwaanka:

முகவரி:

Adresiniz:

Địa chỉ:

- Shqip/Albanian
- Français/French
- 普通话/Mandarin
- Soomaali/Somali
- தமிழ்/Tamil
- Türkçe/Turkish
- Tiếng Việt/Vietnamese
- Other language (please state)

Return to:

Kthejeni tek:

Retourner à:

返回到:

Kusoo dir:

திருப்பி அனுப்புவதற்கான முகவரி:

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