

Oxfordshire Anti-Bullying Strategy and Action Plan

September 2008 – August 2011



Table of Contents

	Page
Foreword.....	4
Glossary.....	5
The Legal Framework.....	6
Guidance and Policy.....	8
Definitions of Bullying.....	9
The Views of Children and Young People.....	11
The Strategic Priorities.....	14
Anti-Bullying Action Plan 2008-2011.....	18
Resource list.....	39
Contact Details of Strategy Group.....	42
Acknowledgements.....	43
 Appendix 1 Anti-Bullying Strategy Group Structure Chart	
Appendix 2 The Anti-Bullying Charter	



FOREWORD

All those involved in children's services have an overarching responsibility to keep children and young people safe. Threats to their safety can manifest themselves in many different ways. One of the subtlest, most insidious and potentially damaging is that of bullying.

We know that bullying takes many and various forms which, if left unchecked, can have a profound affect on children and young peoples' emotional well being. Bullying also can affect progress at school and, ultimately, future life chances.

Recent surveys confirm what we long suspected, despite some excellent work and many examples of good practice, significant numbers of children and young people have been bullied and continue to be bullied.

We must all continue to strive to turn the rhetoric of an abhorrence of bullying and 'zero tolerance' into a reality. This strategy and action plan are intended to help us do just that and I commend it to you.

Janet Tomlinson
Director CYP&F

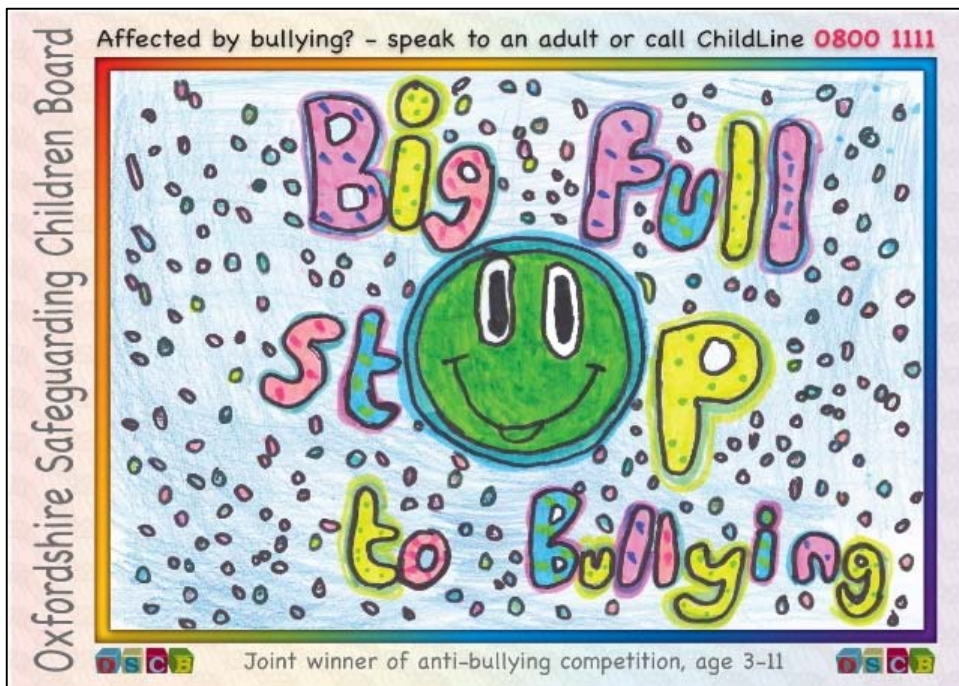


OXFORDSHIRE WINNERS OF PRINCESS DIANA ANTI-BULLYING AWARD 2008

This strategy and action plan is a working document which will develop in the light of ongoing consultation and evaluation. It is informed by key stakeholders, most particularly Oxfordshire's Children and Young People, whose priorities will drive future developments.

Glossary

ABC	Anti-Bullying Co-ordinator
APA	Annual Performance Assessment
BSS	Behaviour Support Service
C&YP	Children and Young People
P & P	Participation and Play
CYPP	Children and Young People's Plan
DCSF	Department for Children Schools and Families
ECM	Every Child Matters
Ed PSY	Educational Psychologist
EIA	Education and Inspections Act
HOST	Healthy Oxfordshire Schools Team
ICT	Information and Communication Technology
JAR	Joint Area Review
LSCB	Local Safeguarding Children's Boards
OSCB	Oxfordshire Safeguarding Children's Board
SEAL	Social and Emotional Aspects of Learning
TVP	Thames Valley Police
YOS	Youth Offending Service
YSS	Youth Support Service



The Legal Framework

The Children's Commissioner was appointed by the government to listen to children and understand their needs. He reports that bullying is the single most frequent cause of concern to children and he stresses the need to work together to tackle it.

The Education Act 2002 states that all schools and local authorities have a duty to 'safeguard and promote the welfare of children'

The Children Act 2004 set out a new National Framework for delivering Children's Services. In particular, it introduced the Every Child Matters (ECM) Agenda, a framework which sets out five key outcomes for children.

This act also required every local authority to produce a Children and Young People's Plan (CYPP) by 2006, stating how they were going to set about achieving these desired outcomes. Detailed inspections, the Annual Performance Assessment (APA) and the Joint Area Review (JAR) are in place to assess how much progress each local authority is making, so that the process is rigorous. Local Safeguarding Children's Boards (LSCB) have been established in all local authority areas to protect children and ensure their safety. This responsibility includes safety from bullying.

By 2008, Children's Trusts were established in each local authority. They are a partnership of the public, private, voluntary and community sectors, taking overall responsibility for developing integrated effective partnership working including anti-bullying work.

The Education and Inspections Act (EIA) 2006 'requires 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' (DCSF, Safe to Learn 2007, p7)

The 'Safe to Learn' guidance recommends that the governing body should consult widely in drawing up these principles and review them and the policies regularly. Good practice suggests this should be done every two years. Head teachers should also encourage good behaviour and respect of others on the part of the pupils and, in particular, prevent bullying among pupils. (p7)

The EIA 2006 widened the power and duties of head teachers to be able to address bullying issues off the school site, stating that they are empowered 'to such an extent as is reasonable, to regulate the behaviour of pupils when they are off the school site'. This is particularly pertinent to cyberbullying and bullying on school transport and the journey to and from school. The community cohesion agenda reinforced these additional responsibilities.

The strategy is embedded in the principles of the Convention on the Rights of the Child, September 1990, (<http://www.unhchr.ch/html/menu3/b/k2crc.htm>) most particularly in relation to Article 2 which:

'1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members. '

Poem by Oxfordshire Young Person

Everyday I go to school,
Everyday I'm scared,
Always getting pushed and shoved,
People hurting me.

I pushed her,
And called her horrible names,
I was mean and harsh,
I was a bully.

Every second she glares at me,
Every second she yells at me,
Always talking about me,
People laughing at me.

I stole her toy,
And ripped her bag,
I was mean and harsh,
I was a bully.

Everyday she is being nice to me,
Everyday she is laughing with me,
She has changed,
And I forgive her

I played with her
And had a good time,
She is my friend,
I'm not a bully anymore



YOUNG PEOPLE INVOLVED IN ANTI-BULLYING ACTIVITIES

Guidance and Policy

The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made it clear that all forms of bullying including those motivated by prejudice should not be tolerated.

Oxfordshire's Anti-Bullying Strategy supports the Children and Young People's Plan (CYPP) for Oxfordshire and through the CYPP addresses the Every Child Matters Agenda, most particularly the outcomes 'stay safe' and 'make a positive contribution'. The strategy relates to all children and young people in Oxfordshire aged 0 – 19.

The strategy is led and monitored by the Anti-Bullying Strategy Group. Members and the groups they represent are listed in the Contacts page. The strategy group is assisted by task groups as illustrated in the structure chart in Appendix 1. An Anti-Bullying Strategy Coordinator started in post in April 2008 to promote A/B work predominantly in schools. The strategy group is jointly chaired by the Service Manager Monitoring and Tracking and the Anti-Bullying Coordinator, and the deputy chair is the Healthy Schools Team Lead.

The Anti-Bullying Strategy is informed by a rigorous data collection system. This involves the establishment of a baseline in schools, the workplace and elsewhere. The strategy is cross-cutting and works in synergy with other strategies and initiatives such as the National Strategies, the behaviour and attendance strategy, the Healthy Schools initiative and the Social and Emotional Aspects of Learning (SEAL).

The DCSF publication 'Safe to Learn: embedding anti-bullying work in schools' is a key overarching anti-bullying guidance for schools, launched in September 2007. The Safe to Learn package of guidance also includes specialist advice on cyberbullying, homophobic bullying and bullying involving children with SEN and disabilities. This is in addition to the existing guidance, 'Bullying around Racism, Religion and Culture' issued in 2006.

Schools can also sign up to the Anti-Bullying Charter (see Appendix 2) to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.

Definitions of Bullying

The Government defines bullying as:

Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. (Safe to Learn)

OfSTED's definition used in the TellUs 2 survey is:

Bullying is when someone makes you unhappy by being nasty on purpose (for example by teasing or hurting you, by taking or breaking your things, or by leaving you out).

The definition by Professor Peter Smith is:

Bullying is usually defined as aggressive behaviour that is characterised by repetition and an imbalance of power.

The behaviour involved is generally thought of as being repetitive, i.e. a victim is targeted a number of times.

Also, the victim cannot defend himself or herself easily, for one or more reasons: He or she may be outnumbered, smaller or less physically strong, less psychologically resilient than the person(s) doing the bullying, or a member of a vulnerable or marginalised group.

The Oxfordshire Children and Young People's Anti-Bullying Group definition is:

Bullying's effective if it makes you go another way to school

Bullying happens between one or more people: children, young people and adults. Sometimes it's between children or young people, sometimes between children or young people and adults. Most people have, at sometime in their lives, been both bullied and bullied someone else.

Bullying can be physical, verbal or both, and includes things like name calling, hurting someone else, threatening or teasing someone, picking on someone, taking someone else's stuff, leaving someone out, spreading rumours about someone, sending abusive texts or emails.

Bullying can take a lot of forms, but it usually happens more than once and can go on for a long time. It can be done by an individual or a group of people and usually happens when one person misuses their power and makes someone else feel powerless and unhappy. The person who's been bullied will often try and avoid contact with the bully.

Bullying can affect you throughout your life unless something is done about it.

Poem by Oxfordshire Young Person

BULLYING

Anger. I am really angry because my friend is bullying me,
I don't know why.
'Why am I being bullied?'
It is so hard to live with
Especially at school

Pain. My arm aches with pain,
My head burns with anger.
'Why am I being bullied?'
It is really annoying,
Should I tell?

Sadness. My heart beats with sadness,
My friends have all deserted me
'Why am I being bullied?'
It feels like my life is over,
Should I tell?

Happiness. I am so happy now
That I told
'I'm not being bullied anymore'
My old friends have deserted her
And came back to me.



The Views of Children and Young People

"If young people weren't involved in the Anti Bullying group then the adults might think they are doing the right thing but they're not"

I want to see people/teachers deal with bullying better

"Bullying can affect you throughout your life unless something is done about it".

"If you have been bullied and you are on the Anti Bullying group, you could feel like you are helping out other people and it might make you feel better about yourself".

I would want people to be brave and tackle what's happening

Our school has done a lot and it helped but we could probably do more

There could possibly be more staff in certain areas at breaks, lunch and the end of school

We know 51% of children and young people are being bullied, that needs to be stopped not in the future but right now

The views of children and young people are central to the development of an effective Anti-Bullying Strategy. Oxfordshire effectively consults young people and ensures their views are taken into account in order to plan and target action.

Over 300 children and young people gave their views about the draft CYPP.

They identified:

- The need for better support to tackle the problem of bullying, including everyone taking it seriously and young people having somewhere safe to go and someone to talk to;

Agencies across Oxfordshire agreed a number of priorities for improving outcomes for children and young people, one of which is:

- To improve support to schools and communities in promoting positive behaviour and emotional health and wellbeing, thereby reducing the incidence of behaviour difficulties, bullying and youth offending.

‘STAY SAFE’ outcome

Bullying was the issue which young people were most concerned about. They want adults to listen and take the problem seriously and be on top of covert bullying. They want safe “chill out” places to go in school. Above all, they want schools to involve young people in tackling bullying so that the problem is openly acknowledged and dealt with.

“People need to take bullying seriously and act on issues quickly.”

“Important to have somewhere safe to go and someone to talk to.”

The priority for improving this outcome was built on children’s views and is:

- To ensure that young people feel safe from bullying, crime and anti-social behaviour in and out of school.

The targets are:

- Reduce the percentage of young people who say that they have been bullied in the last 12 months.
- Increase the percentage of young people who say they feel safe from crime or anti-social behaviour.

Data is being collected in the Oxfordshire Children and Young People Survey as well as the National TellUs Survey and other information gathering processes.

The TellUs 3 survey 2008 indicates that:

52% of C&YP have never been bullied at school
32% of C&YP have been bullied at school once or more in the last year
5% of C&YP have been bullied at school once or more in the last four weeks
3% of C&YP have been bullied at school about once a week
6% of C&YP have been bullied at school most days
3% of C&YP don't know how often they have been bullied at school

69% of C&YP have never been bullied somewhere else (including transport to and from school)
18% of C&YP have been bullied somewhere else once in the last year
5% of C&YP have been bullied somewhere else once or more in the last four weeks
1% of C&YP have been bullied somewhere else about once a week
2% of C&YP have been bullied somewhere else most days
4% of C&YP don't know how often they have been bullied somewhere else

The Oxfordshire Children and Young People Survey 2007 shows that:

44% of primary C&YP have been bullied, threatened, kicked or punched in the last year
51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year
26% of Year 3 – 11 say they have been bullied in the last year
75% of those who have been bullied have told someone else
15% of Y3-11 have bullied someone else in the last year
33% of Year 7 – 11 agree there is a lot of bullying in their school



ANTI-BULLYING WEEK 2008

The Strategic Priorities

Oxfordshire's strategy promotes this guidance in schools and other agencies through four strategic areas:

1. Children and Young People's Voice

- a) Ensure effective consultation of young people and their involvement in the development of the Anti-Bullying Strategy
- b) Involve and promote the involvement of young people in the planning and delivery of anti-bullying projects at a strategic level and in schools and other settings
- c) Encourage young people to report bullying and improve their confidence that it will be dealt with effectively
- d) Provide information to young people to help them deal with bullying when it occurs via leaflets and website information

2. Information Management

- a) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to parents
- b) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to children
- c) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to schools and settings

3. Supporting Schools and Settings

- a) Support schools and all agencies working with children and young people to further develop their policy and practice to prevent and effectively respond to bullying.
- b) Make available and co-ordinate accessible training for supporting adults and governors
- c) Disseminate information and resources to all schools and settings
- d) Promote the development of Peer Support schemes
- e) Work to combat homophobic bullying
- f) Work to address cyberbullying and e-safety
- g) Work to investigate and address bullying on transport to schools
- h) Developing innovative practice
- i) Work to support groups who have been identified as more vulnerable to bullying

4. Communication Strategy

- a) Develop networks and opportunities for improving communication and sharing of good anti-bullying practice
- b) Raise awareness that bullying is unacceptable and needs to be reported and responded to with young people, parents and wider community via national anti-bullying week
- c) Consult and involve parents and carers in the development of the Anti-Bullying Strategy. Ensure that communication with and involvement of parents and carers is a priority in matters relating to bullying.

Quotes from Parents from Parent Partnership Feb 2009:

"The School have been very understanding, but all that has happened over the past 4 years, is that my daughter feels excluded, because she has to come in late and be on her own during break and lunch time, while the bullies are able to be with everyone in the playground and have lots of fun"

"The other kids call him horrid names, then he lashes out and gets into trouble. He can't explain what has happened because he is so upset and feels guilty anyway"



ANTI-BULLYING WEEK LAUNCH EVENT, 2008

Outcomes and Impact Monitoring and Review

Outcomes and Impact

The Children and Young People's plan aims to improve the Every Child Matters outcomes for children; Be Healthy: Stay Safe; Enjoy and Achieve: Make a Positive Contribution and Achieve Economic Well-being. Anti-bullying work is an integral part of the CYPP. Although the impact of our work is strongly focused on the 'Stay Safe' Outcome, anti-bullying work also impacts on other outcomes.

Delivering the Anti-Bullying Strategy and implementing the Action Plan are the key means of delivering on the **Stay Safe** outcome: aim, 'safe from bullying and discrimination' (ECM Outcomes Framework April 2008). The work also contributes to other aims, so that children and young people are 'safe from maltreatment, neglect, and sexual exploitation'; 'safe from crime and anti-social behaviour in and out of school' and that 'children have security, stability and are cared for'.

The outcome, '**Be Healthy**' addresses issues of emotional health and wellbeing often associated with bullying.

The work of the strategy impacts on the '**Enjoy and Achieve**' outcome. Bullying can ruin lives, ruin enjoyment, lead to fear of going to school, and the resulting poor attendance and unhappiness can impact on social and academic achievements.

Our first strategic area, 'Children and Young People's Voice', in particular has impact on the outcome, '**Make a Positive Contribution**' as it encourages engagement of children and young people in the shaping and development of the strategy.

The outcome '**Achieve Economic Well-being**' has an aim, 'Engage in further education training or employment on leaving school'. The preventative nature of anti-bullying work promotes this outcome.

Monitoring and Review

The Anti-Bullying Strategy is led, monitored and reviewed by the Anti-Bullying Strategy Group. Reports to the OSCB provide further monitoring of progress.

The terms of reference of the Anti-Bullying Strategy Group are as follows:

Due to imminent restructuring within OCC, the composition will be rationalised at a later date and will include representation of Localities. The group is jointly chaired by Service Manager Monitoring and Tracking and the Anti-Bullying Co-ordinator. Meetings will be held three times per year during terms one, three and five. Task groups identified in the structure chart (Appendix 1) will meet on an ad hoc basis. Task groups will update the strategy group at one meeting per year at least.

Purpose of Group:

- to ensure children and young people of Oxfordshire feel safe to learn and have positive experiences and relationships in schools and other settings.
- to analyse and respond to reports presented to the group on bullying issues
- to contribute to the development of the anti-bullying strategy and action plan
- to monitor and evaluate the implementation of the action plan for the anti-bullying strategy for Oxfordshire
- to disseminate information on anti-bullying within their own organisations and to other relevant local, regional and national groups
- to participate in relevant working parties

January 2008

Reviewed January 2009



YOUNG PEOPLE INVOLVED IN ANTI-BULLYING ACTIVITIES

Anti-Bullying Action Plan 2008 - 2011

1.	CHILDREN AND YOUNG PEOPLE'S VOICE
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1 a) Ensure effective consultation of young people and their involvement in the development of the anti-bullying strategy

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP data Success of Nov 07 What's New? conference	Establish and develop with the help of young people, an anti-bullying advisory group of young people which represents and consults young people about how bullying should be tackled	YP supported by ABC	Group formed by May 09	Representative group members recruited and meeting at least 3 times per year 3 young people represent advisory group views at strategy group Evidence of consultation of other young people Evidence of young people's input into policy and practice	Ownership of strategy by young people The strategy will be more relevant to the needs of young people In the long term it should contribute to a reduction in bullying and an improved response to bullying	Youth Opportunity Fund August 08 – August 09

1 b) Involve and promote the involvement of young people in the planning and delivery of anti-bullying projects at a strategic level and in schools and other settings

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Bystander research – Craig and Pepler 1997 85% of bullying takes place when other students are present. 60% of bullying stops within 10 seconds if peers intervene	Each year anti-bullying week planning will take place involving young people who will also be actively involved in delivering anti-bullying week activities and disseminating good anti-bullying practice	ABC HOST + other partners	Ongoing 2011	CYPP data (2009) will indicate that more young people feel they have a say in how things are run (currently 31% year 7 – 11) Young people will be actively involved in the delivery of anti-bullying week	Young people will be more involved in the development of anti-bullying practice which will therefore be more effective in meeting their needs	Anti-Bullying Budget
(ii) Oxfordshire CYPP data indicates that 10.7% of young people haven't been a mentor (in the last year) but would like to	Peer support project will be established to increase the number of peer support schemes in schools and other settings (further details see supporting schools and settings)	ABC HOST	Ongoing 2011	Number of schools with peer support projects will increase (need to set a baseline). Peer mentors will be better trained and more effectively supported (measured via feedback from schools and young people)	CYPP data in 2009 will indicate that more young people are involved in mentoring schemes	Anti-Bullying Budget

1 c) Encourage young people to report bullying and improve their confidence that it will be dealt with effectively.

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Ofsted TellUs 2 (2007) data indicates that 30% of young people feel their school does not deal with bullying very/and or at all well. TellUs 3 (2008) indicates that 48% of young people feel their school deals with bullying not very well or badly	Support schools in dealing with bullying through the whole anti bullying strategy	Strategy group	Ongoing 2011	Improved confidence in reporting bullying in schools	Improved anti-bullying practice and response to bullying Measured against our baseline national, county and local data	

1 d) Provide information to young people to help them deal with bullying when it occurs via leaflets and website information

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 data indicates that 44% of primary C&YP have been bullied, threatened, kicked or punched and 51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year	Develop information on bullying for young people as part of the Big Voice and Spired Website	P & P YSS	July 09	Websites are hit for information	YP informed by websites. Measured by evaluation of websites	
	Raise the profile of bullying as part of annual anti-bullying week and promote the message that bullying is unacceptable	ABC	Nov annually	Anti bullying week events evaluated positively	Profile is raised and awareness is raised that bullying is unacceptable Measured against our baseline national, county and local data	

2	INFORMATION MANAGEMENT
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2a) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to parents

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) No system exists to provide an overview of parental complaints and concerns relating to bullying	(a) Monitor the number of concerns and complaints received by the Local Authority related to bullying	ABC	Mar 09	System in place that provides comprehensive information about the extent and nature of concerns and complaints relating to bullying	Information provided will allow us 1) measure whether complaints have increased or decreased 2) assess the nature of concerns and complaints in order to address issues raised	Anti-Bullying Budget
	(b) Consult YP to decide whether we should set up a children's online reporting system / helpline	ABC	Aug 2009	Decision made and plan in place for development	Improved anti bullying practice in data gathering and resolution of bullying incidents	Anti-Bullying Budget or other source to be identified
(ii) Data from Parent Partnership and Social Inclusion Officers indicates that a number of parents are dissatisfied with the way that schools deal with bullying. CYPP plan and 'Staying Safe' Action Plan indicate government priority on local authorities addressing this issue	Review the system by which parent concerns and complaints about bullying are dealt with and recorded and investigate the recommendations of the Children's Commissioner's report	ABC	July 09	System reviewed and improved	Parents will be more satisfied with the response to concerns and complaints about bullying	

2b) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to children

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
<p>(i) CYPP 2007 survey yielded robust data which has helped to target initial action plan. Survey in 2009 could provide more detailed data relating to e.g. where bullying takes place, incidence of cyberbullying, do YP feel bullying is dealt with effectively</p>	<p>Review the questions relating to bullying in the CYPP survey 2007 to look at what further information should be gathered in the next survey in order to improve targeting of intervention</p>	<p>CYPP survey lead & ABC</p>	<p>Jan 09</p>	<p>Questions in the CYPP survey for 2009 will provide more detailed information regarding bullying</p>	<p>Data collected will allow us to target our strategy and intervention more effectively</p>	<p>P & P</p>

2c) Improve the monitoring of bullying incidents to target service provision and monitor its effectiveness relating to schools

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Schools would benefit from the opportunity to have robust systems for analysing and responding to incidents of bullying. LA has limited information about bullying in schools	Investigate setting up a pilot group of schools who record all bullying incidents via SIMS behaviour management system and look at how to target response to bullying as a result of data collected	ABC & ICT	June 2011	Pilot with groups of schools is in place and identified schools are measuring and responding to bullying incidents	Pilot schools will be able to target response to bullying more effectively e.g. identify where bullying is taking place and alter staff supervision etc. accordingly. If effective, practice could be disseminated to wider number of schools.	ICT support for setting up and analysing data
(ii) Limited number of schools currently seek and respond to young people's experience of bullying in their school	Investigate offering all schools on-line anti-bullying tool kit to be run annually during anti-bullying week. Results would be analysed centrally and would be confidential to school and to ABC. Results would be published on a cluster basis and would be available to the local authority	ABC & ICT	Nov 09	On-line survey will be available to schools	Schools using the survey will be able to use data to target their policy and practice to reduce bullying. Local authority will be able to use data to help target strategy and intervention more effectively	ICT support required to analyse data

3a) Support schools and all agencies working with children and young people to further develop their policy and practice to prevent and effectively respond to bullying.

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) 'Charter for Action' promoted as part of HOSP and SEAL.	Schools will be encouraged to revisit and sign up to the DCSF Anti-Bullying Charter for Action	ABC HOST BSS	Feb 10	Increased number of schools will have adopted the Anti-Bullying Charter	Improved anti-bullying practice and response to bullying. Measured against our baseline national, county and local data.	HOST
(ii) Emotional health, resilience and assertiveness is promoted as part of HOSP.	Increase numbers of school registered as Healthy Schools as a way to improve PSHE In December 2008 there were 232 schools in Oxfordshire with Healthy School Status	HOST	Ongoing 2011	Increased number of schools will have Healthy School Status	Status will establish that there is good anti bullying practice in schools. For a school to be validated as a Healthy School, they need to demonstrate that there are systems in place to promote positive behaviour and deal effectively with bullying when it takes place. Measured against our baseline national, county and local data.	HOST

3a) contd

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(iii) Emotional aspects of learning are promoted through SEAL	Make programmes of emotional literacy available and increase resolution strategies via SEAL programme in targeted primary and secondary schools	BSS & HOST	Ongoing 2011	Increased numbers of schools are trained	Improved anti-bullying practice and response to bullying. Measured against our baseline national, county and local data.	BSS
(iv) 44% of primary C&YP have been bullied, threatened, kicked or punched in the last year 51% of secondary C&YP have been bullied, threatened, kicked, punched, been called 'gay' or racist names, or had a mobile phone or something else stolen in the last year. 15% of Y3-11 have bullied someone else in the last year 33% of Year 7 – 11 agree there is a lot of bullying in their school	Work directly with schools, settings and young people to develop anti-bullying practice	ABC & HOST	Ongoing 2011	More schools will have effective anti-bullying policies and practice in place.	Schools who have been supported will have more effective strategies for dealing with bullying	Anti-Bullying Budget

3 b) Make available and co-ordinate accessible training for supporting adults and governors

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) A number of different agencies are offering training and support relating to bullying	Carry out an audit of current support and training provided in Oxfordshire schools including reviewing accessibility of training	ABC	Dec 08	Audit completed details all current training and support available	This will allow a co-ordinated approach to development of further appropriate training	Anti-Bullying Budget
(ii) No formal system is in place to coordinate training requirements	Use available data and consult practitioners and governors to identify gaps in training and work jointly with HOST team and other partners to make appropriate training available	ABC & HOST	Sept 09	Coordinated training programme developed	Training provided meets the needs of practitioners and supports improved anti-bullying practice	
(iii) No current mechanism for sharing and developing Anti-Bullying practice	Set up an anti-bullying practice network to identify and share good practice between practitioners in schools and other settings	ABC	Feb 10	Practice network established	Sharing of good practice will be improved promoting better response to bullying in schools and other settings	Anti-Bullying Budget

3 c) Disseminate information and resources to all schools and settings

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Conference follow up survey indicates that 60% of schools have no knowledge of 'Safe to Learn'	Promote and disseminate DSCF 'Safe to Learn' Anti-Bullying guidance	ABC	Ongoing 2011	Increase in % of schools aware of guidance	Improvement in schools' knowledge of bullying issues and better anti-bullying practice.	Anti-Bullying Budget
(ii) Schools have limited information about anti-bullying resources	Establish a library of Anti-Bullying resources and review and recommend appropriate materials to schools and other settings	ABC	Mar 09	Library in place and list of resources available disseminated to schools	Improved anti-bullying practice.	Anti-Bullying Budget
(iii) Nov 07 conference indicated that schools are developing good practice which could be shared and developed	Develop an on-line resource and ideas pack including examples and contacts for successful local practice	HOST ABC	Launch Anti Bullying Week Nov 09	Ideas pack launched in Anti-Bullying week 09 and updated on a regular basis	Improved anti-bullying practice.	
(iv) No local website for promoting effective anti-bullying practice	Develop a website which provides information on best policy and practice for schools and other settings	ABC	Launch Nov 09	Website available in time for Anti-Bullying week	Website will improve communication of effective practice ideas.	

3c) contd

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(v) Staff survey Nov 2008 indicated school policy (1) addresses emotional wellbeing of staff (62% yes, 7% no and 28% don't know) (2) refers to cyberbullying (38% yes, 21% no, 43% don't know) and (3) refers to diversity and difference (79% yes, 2% no and 19% don't know)	Make available exemplar anti-bullying policies to all schools and settings	HOST ABC	Sept 09	Sample policies sent out to schools	Improved anti-bullying practice. Measured against our baseline national, county and local data.	
(vi) There is only one anti bullying lead per school. S/he would benefit from networking with colleagues with the same job	Investigate establishing an online community network for practitioners to develop and share Anti-Bullying practice	ABC	Sept 10	Community established	AB leads engagement in community and evaluation of community networking is positive.	

3 d) Promote the development of Peer Support schemes

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
<p>(i) Recent research by the University of Cambridge indicates that peer mentoring can have a positive effect on transition, behaviour, bullying and attainment. CYPP 2007 data indicates that year 7 are the most vulnerable year in terms of bullying. Data also indicates Year 9 most likely to bully. CYPP data indicates that 22% don't report bullying</p>	<p>(a) Establish a task group of the strategy group involving partners to develop a coherent approach to promoting peer support schemes in schools and other settings.</p>	<p>ABC HOST</p>	<p>Sept 09</p>	<p>Task group established</p>	<p>A co-ordinated approach to developing peer support will ensure more and effective schemes are developed</p>	
	<p>(b) Target projects in secondary schools particularly to support Year 7 pupils with possible recruitment of peer mentors from Year 9.</p>	<p>All practitioners</p>	<p>Ongoing 2011</p>	<p>Feedback from schools involved in peer support schemes indicate Year 7 are being supported and Year 9 are involved in mentoring. CYPP 2009 data indicates improvement in levels of bullying in Year 7</p>	<p>Most vulnerable year group will be more effectively supported.</p>	
	<p>(c) Continue to develop peer mediation training in partnership with HOST</p>	<p>HOST ABC</p>	<p>Ongoing 2011</p>	<p>Training courses take place and are evaluated positively</p>	<p>Peer mediation projects develop in schools and are evaluated positively.</p>	

3 e) Work to combat homophobic bullying

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
<p>(i) CYPP 2007 34% of secondary pupils have been called 'gay'</p> <p>Stonewall's Schools out report indicates 65% of young lesbian, gay and bisexual people experience bullying in school</p>	<p>(a) Establish a task group of the strategy group to develop a strategy to tackle homophobic bullying involving partners from Terence Higgins Trust, Thames Valley Police, HOST, YSS and Young people etc.</p>	<p>ABC HOST</p>	<p>Sep 09</p>	<p>Task group established and strategy being developed</p>	<p>Schools and other settings will be more effectively supported in tackling homophobic bullying. Measured against our baseline national, county and local data.</p>	
	<p>(b) Investigate Education Champions programme provided by Stonewall with a view to assisting the development of homophobic bullying strategy</p>	<p>ABC</p>	<p>Mar 09</p>	<p>Decision made whether to sign up for champions programme depending on assessment of potential benefits</p>	<p>Schools and other settings will be more effectively supported in tackling homophobic bullying. Measured against our baseline national, county and local data.</p>	
<p>(ii) Conference follow up survey indicates that 60 % of schools had no knowledge of 'Safe to Learn' suite of guidance</p>	<p>(a) Promote DSCF guidance on homophobic bullying to schools and other settings</p>	<p>ABC HOST</p>	<p>Ongoing 2011</p>	<p>More schools are aware of and referring to DSCF guidance</p>	<p>Schools and other settings are better equipped to address homophobic bullying</p>	
	<p>(b) Provide training to develop expertise in dealing with homophobic bullying</p>	<p>HOST ABC</p>	<p>Ongoing 2011</p>	<p>Training takes place and is well attended</p>	<p>Schools and other settings develop improved practice to address homophobic bullying</p>	

3 f) Work to address cyberbullying and e-safety

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) CYPP 2007 data indicates that 21% of young people want more information on e-safety. National data indicates that cyberbullying is increasing (figures vary between 11-34% p 7 DCSF cyberbullying guidance)	(a) Contribute to the development of an e-safety strategy including cyberbullying with partners (OSCB, Social Inclusion, HOST, TVT & ICT)	e-safety lead	Dec 08	E-safety strategy in place	YP enabled to work safely online	
	(b) Work jointly with OSCB and other partners to provide a conference for practitioners on e-safety and cyberbullying	e- safety strategy group	May 09	Conference takes place, raises awareness to professionals and is evaluated positively	Professionals better equipped to enable YP to work more safely online	
	(c) Promote and disseminate DCSF guidance on cyberbullying to schools and other settings, raising awareness of recently changed powers of Head teachers to discipline pupils for their conduct outside school	ICT HOST ABC	Ongoing 2011	Summary document on cyberbullying made available to all schools that request it – full guidance signposted	Schools and other settings will be advised and supported in dealing with cyberbullying	
	(d) Promote and disseminate 'Let's Fight it Together' DVD to schools and other settings	HOST ICT ABC	Ongoing 2011	Schools and other settings will be aware of resource and it will be supplied to whoever requests it	Schools and other settings will have improved resources for tackling cyberbullying	
	(e) Investigate the use of peer support via social networking sites	ICT ABC	July 11	Findings presented to anti bullying strategy group and decision made on how to progress	Decision made on how to progress	
	(f) Engage C&YP in teaching each other about e-safety and protecting themselves on line	e-safety group	Ongoing 2011	CYPP data in 2009 will include e-safety baseline data to be compared in 2011	C&YP enabled to work more safely online	

	(g) Provide information sessions for parents on cyberbullying and e-safety	TVP	Ongoing 2011	Courses attended and evaluated positively	Parents advised and supported in dealing with cyberbullying and e-safety. Measured by TVP and parent surveys.	
	(h) Promote and disseminate Childnet 'Know it All' DVD to schools, settings and parents	ABC	Ongoing 2011	DVD made available to all schools and publicized to parents	Schools and other settings will have improved resources for tackling cyberbullying	

3 g) Work to investigate and address bullying on transport to schools

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
Young People's Survey October 2008 indicates that 25% of secondary pupils have experienced bullying out of school, including on school transport	Establish data from C&YP survey 2009 Formulate an action plan to address issues identified by the data	ABC Service Manager Monitoring and Tracking	Nov 09	Action plan in place to address issues	Improved wellbeing on the way to and from school	

3 h) Develop innovative practice

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Restorative Justice is an innovative practice which is being trialled by the youth justice system and by schools in other authorities.	(a) Establish a Restorative Practice in schools network in partnership with the Youth Offending Service	ABC YOS	May 08	Network established	Partners will work together to develop restorative practice	
	(b) Investigate setting up a Restorative Practice pilot project in partnership with the Behaviour Support Service and Youth Offending Service	ABC YOS BSS	Oct 08	Decision reached	N/A	
(ii) Drama groups are promoting work on bullying	Pilot the use of drama as a way of reducing bullying and improving young people's resilience and strategies to deal with it.	HOST ABC	Launch during Anti-Bullying week 2008 or 2009	Theatre groups contacted and drama events occur	Improvement in schools knowledge of bullying issues and better anti-bullying practice.	Anti-Bullying Budget/
(iii) Partnership working is encouraged as good practice	Work as part of a consortium to support the YOS bid to the YCAP to develop a pack and training resource to support young victims of crime including bullying	YOS	Bid applied for in Sept 08	Successful bid and project implemented	Young victims of crime and bullying are better supported. Measured in evaluation of project.	Bid funding

3 i) Work to support groups who have been identified as more vulnerable to bullying

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) Inclusion agenda focuses on vulnerable groups	Establish a task group of the Anti-Bullying Strategy group to develop an action plan to support schools and other settings to help young people who are particularly vulnerable to bullying for example: Young Carers, Children Looked After, SEN, Black and Minority Ethnic groups etc.	Service Manager Monitoring and Tracking	Sept 09	Task group will have generated plans	Schools and vulnerable groups will be better supported in dealing with bullying. Measured against our baseline national, county and local data.	

4 a) Develop networks and opportunities for improving communication and sharing of good anti-bullying practice

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) To respond to the high profile OSCB gives anti-bullying and their interest in monitoring progress	Regular reports to the OSCB through Social Inclusion Strategic Lead Officer	Service Manager Monitoring and Tracking	Ongoing 2011	Positive feedback from OSCB	Senior decision makers in OSCB will be aware of Anti-Bullying Strategy and progress	
ii) To promote the publication and launch of the Anti-Bullying Strategy and Action Plan	Take advice from the Communication Strategy Group	Communication Strategy Group and A/B Strategic Lead Social Inclusion	April 2009	Strategy and Action Plan distributed and promoted	Children, young people, professionals, volunteers and the wider public have increased awareness of and engagement in the Anti-Bullying Strategy.	
(iii) No dedicated network for disseminating and developing anti-bullying practice exists	In line with DCSF guidance ensure that all schools have appointed a lead person to take responsibility for anti-bullying work in their school	ABC Service Manager Monitoring and Tracking Admin officer	April 2009	Database of nominated leads will exist	Improve direct streamlined communication with staff involved in anti-bullying practice. Measured by customer satisfaction survey.	
(iv) No dedicated network for disseminating and developing partnership work on anti-bullying agenda exists	Request a named contact in each agency	ABC Service Manager Monitoring and Tracking Admin officer	Mar 2009	Database of agency leads will exist	Improve direct streamlined communication with staff involved in anti-bullying practice. Measured by customer satisfaction survey.	

4 b) Raise awareness that bullying is unacceptable and needs to be reported and responded to with young people, parents and wider community via national anti-bullying week

Why? (Reason)	How will we do it? (Action)	Who is the Lead Person or Agency?	By When?	How will we know it has worked? (Success Criteria)	What Improvement will this make? (Impact)	Funding
(i) To raise awareness that bullying is unacceptable	Run events through national anti bullying week annually	Strategy Group and A/B working party including YP	Ongoing 2011	Events take place and are evaluated positively	All parties enabled to cope better with bullying issues. Measured against our baseline national, county and local data.	Anti-bullying Budget And various other sources

4 c) Consult and involve parents and carers in the development of the Anti-Bullying Strategy. Ensure that communication with and involvement of parents and carers is a priority in matters relating to bullying.

Why?	Action How will we do it?	Who Lead Person/ Agency	By When	How will we know it has worked?	Impact What Improvement will this make?	Funding
(i) No coordinated approach to dealing with parents and carers	(a) Establish a task group of the Anti-Bullying Strategy group to develop and promote work with parents and carers and ensure they are effectively consulted.	ABC	Dec 08	Group established and lead identified	Parent specialists are informing the Anti-Bullying Strategy	Anti-bullying Budget
	(b) Agree tasks	Task Group	Ongoing 2011	Ongoing reports to the Strategy Group.	Systems in place to deal with parents and carers.	
(ii) Strategy required for supporting parents	Work with partners within task group to develop information for parents on how to support their children when they are being bullied	Parent Carer Task Group	Mar 09	Information developed and available to parents	Parents able to access support information to support YP more effectively. Measured by parent evaluations and schools using ABA parent toolkit -see 4c(v).	Anti-bullying Budget/ Parenting Budget
(iii) Need to promote independent advice and support to parents and carers	(a) Promote DSCF supported 'Be Someone to Tell' campaign and make leaflet and other information available to parents via schools and other settings	ABC	Nov 08	Each school will have posters and sample leaflets to display.	Parents able to access support and information to support YP more effectively Measured by parent survey and schools using ABA parent toolkit - see 4c(v).	Anti-bullying Budget

4c) contd

Why?	Action How will we do it?	Who Lead Person/ Agency	By When	How will we know it has worked?	Impact What Improvement will this make?	Funding
	(b) Develop web based information and links to other resources appropriate to parents whose children bully or are being bullied via the OCC website	Parent/ Carer Task Group	Mar 09	Website live	Parents able to access support information to support YP more effectively. Measured by survey/ evaluation of parents' views.	
(iv) Need to raise standards of school liaison with parents	Advise and support schools and other settings to work more effectively with parents and carers and provide resources. Encourage schools to seek views and concerns of parents by using ABA toolkit questionnaire and by adopting an open door approach to parents with concerns	Parent/ Carer Task Group	ongoing	Improved standards reflected by increase in schools achieving Healthy Schools Status + OfSTED satisfactory and above	Parents more satisfied with how schools deal with bullying. Measured by parent evaluations and schools using ABA parent toolkit see 4c (v).	
(v) Need to consult parents to get their views on bullying and evaluation of anti-bullying action plan	Consult by parent questionnaire and via Parent Involvement Worker	Parent / Carer Task Group	Dec 09 annually	Consultation has taken place and has been analysed	Strategy is informed by results of consultation.	

Resource List

Government Guidance on Bullying from the Department of Children Schools and Families (DCSF)

The guidance is available from: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

Safe to Learn: Embedding anti-bullying work in schools - download via above link or free copy from DCSF publications 0845 6022260 quote ref: 000656-2007DOM-EN

Homophobic Bullying – download via above link or free copy from DCSF as above ref: 00668-2007BKT-EN
Cyberbullying - download via above link

Bullying around race, religion and culture – download

Anti-bullying Charter – download

Bullying involving children with special educational needs and disabilities – via link http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf

Cyberbullying: Supporting School Staff – Available to download from www.publications.dcsf.gov.uk/ or free copy from DCSF as above ref: 00242-2009BKT-EN

Safe from Bullying: Bullying in the community suite – Apr 09. Available to order free or download from DCSF publications website and phone line – see above

Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community ref: DCSF-00451-2009

Safe from Bullying in extended services in and around schools ref: DCSF-00446-2009

Safe from Bullying in youth activities ref: DCSF-00448-2009

Safe from Bullying in Children's Homes ref: DCSF-00447-2009

Safe from Bullying in play and leisure provision ref: DCSF-00450-2009

Safe from Bullying on journeys ref: DCSF-00444-2009

Safe from Bullying: Training Resources ref: DCSF-00449-2009

Safe from Bullying in Further Education Colleges ref: DCSF-00445-2009

OTHER ORGANISATIONS

“Gangs and Group offending for Schools” guidance from www.teachernet.gov.uk search for “gangs”

Resources for SEAL:

<http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal>

Anti-Bullying Alliance www.antibullyingalliance.org.uk

11 Million (Office of Children’s Commissioner) Tel: 0844 8009113 Website: <http://www.11million.org.uk/bullying.html>

Kidscape Tel: 020 7730 3300 www.kidscape.org.uk Training resources for teachers, helpline, leaflets and advice for all

<http://www.ukobservatory.com/links.html> - comprehensive anti-bullying links

<http://www.bully.org/links.html> - links to other useful organisations

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

<http://www.antibullying.net>

www.schoolcouncils.org follow link issues to bullying

www.mandbf.org.uk The Mentoring and Befriending Foundation Tel: 0161 787 8600 Provide information, training and resources on Peer Mentoring and support.

CYBERBULLYING AND KEEPING SAFE ON THE INTERNET

www.thinkuknow.co.uk is an online resource promoting safe use of the internet. It provides help and advice to parents, resources to use with young people and information and training for teachers and other adults working with young people. This site links to www.ceop.gov.uk The Child Exploitation and Online Protection centre.

www.childnet.com is an international, non-profit making organisation working to “help make the Internet a great and safe place for children” Child net provide advice both for parents/carers and children and young people and runs a number of different projects on staying safe on the internet and cyberbullying which can be accessed via the website. Links to <http://www.digizen.org/cyberbullying> - Teacher’s resources + film ‘Let’s Fight it Together’ which is also available free from the DCSF publications line.

www.securus-software.com Company supplying software to protect pupils from cyberbullying in schools

RESTORATIVE APPROACHES

www.transformingconflict.org

‘Just Schools’ A Whole School Approach to Restorative Justice’ & ‘Peer Mediation & Mentoring Trainers Manual’ Belinda Hopkins available from www.incentiveplus.co.uk

www.aiksaath.com – Aik Saath peer mediation & conflict resolution project

FOR YOUNG PEOPLE & PARENTS

Childline Helpline: 0800 1111 24 hours, free, confidential advice on what to do if you have been bullied.

Website: www.childline.org.uk/Bullying.asp

www.cybermentors.org.uk An on-line peer support project run by www.beatbullying.org U.K. Bullying prevention charity. The project supports young people who have been targeted online or offline. Cybermentors are trained in their schools and supported by adults.

www.need2know.co.uk/relationships/bullying Advice on student life including bullying

Parentline Plus is a national parenting organisation supported by the DCSF. Tel: 0808 800 2222 for free, confidential, 24 hour help line on any matter relating to parenting including bullying www.parentlineplus.org.uk Parentline Plus will also provide a free copy of - What to do if your child is being bullied - Bullying, Prejudice and Difference – Bullying via Internet and Mobile Phone

Contact a family www.cafamily.org.uk is a national organisation for the families of disabled children. Tel 0808 808 3555 for free, confidential helpline for parents and families including advice on bullying. They also provide a free copy of A guide to dealing with bullying: for parents of disabled children

Advisory Centre for Education provides advice for parents and children on all school matters: 0808 800 5793 www.ace-ed.org.uk/ They can also provide a free leaflet for parents Tackling Bullying

Children's Legal Centre provides free legal advice on all aspects of the law affecting children and young people including bullying: 01206 873820 www.childrenslegalcentre.com

www.dontstickit.org.uk/ Mencap site on bullying for young people with learning difficulties and advice for parents

www.youngminds.org.uk National charity promoting mental health of children and young people includes advice and information on bullying

OXFORDSHIRE

Oxfordshire's Family Information Service provides a broad range of information to help parents and carers support their children (0-20) including information on locally available parenting support. **08452 262636** www.oxoncis.org

Parent Partnership Oxfordshire provides free and impartial information, support and advice to parents of children with Special Education Needs/Disabilities (0-19) around their children's education including bullying. **01865 810516**

www.spired.com/guide/survialguide/w_bullying.htm. Local Oxfordshire website run by the Youth Support Service including advice and information on bullying for young people

www.bigvoiceoxfordshire.com Oxfordshire Children's Rights and Participation website including advice and information for children and young people on bullying

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Contact Details of Strategy Group

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Minutes will be distributed to Area Managers of the City, North and South; to Locality Coordinators and any other relevant interested parties. Please let us know if you would like to be added to this distribution list.

Acknowledgements

We would like to thank Sally Garforth, Chair of Bracknell Forest Anti-Bullying Strategy Group for sharing their Anti-Bullying Strategy and action plan with us, 'Safer Together, Safer Wherever' and allowing us to use some of their ideas and written work.

Special thanks are due to all the Children and Young People, schools and settings, parents, partners and colleagues who have helped shape this strategy.

We are delighted to illustrate this strategy document with the winning posters from the OSCB poster competition; poems by children from Lord Williams's School and photographs of children, young people and adults taking part in anti-bullying activities.

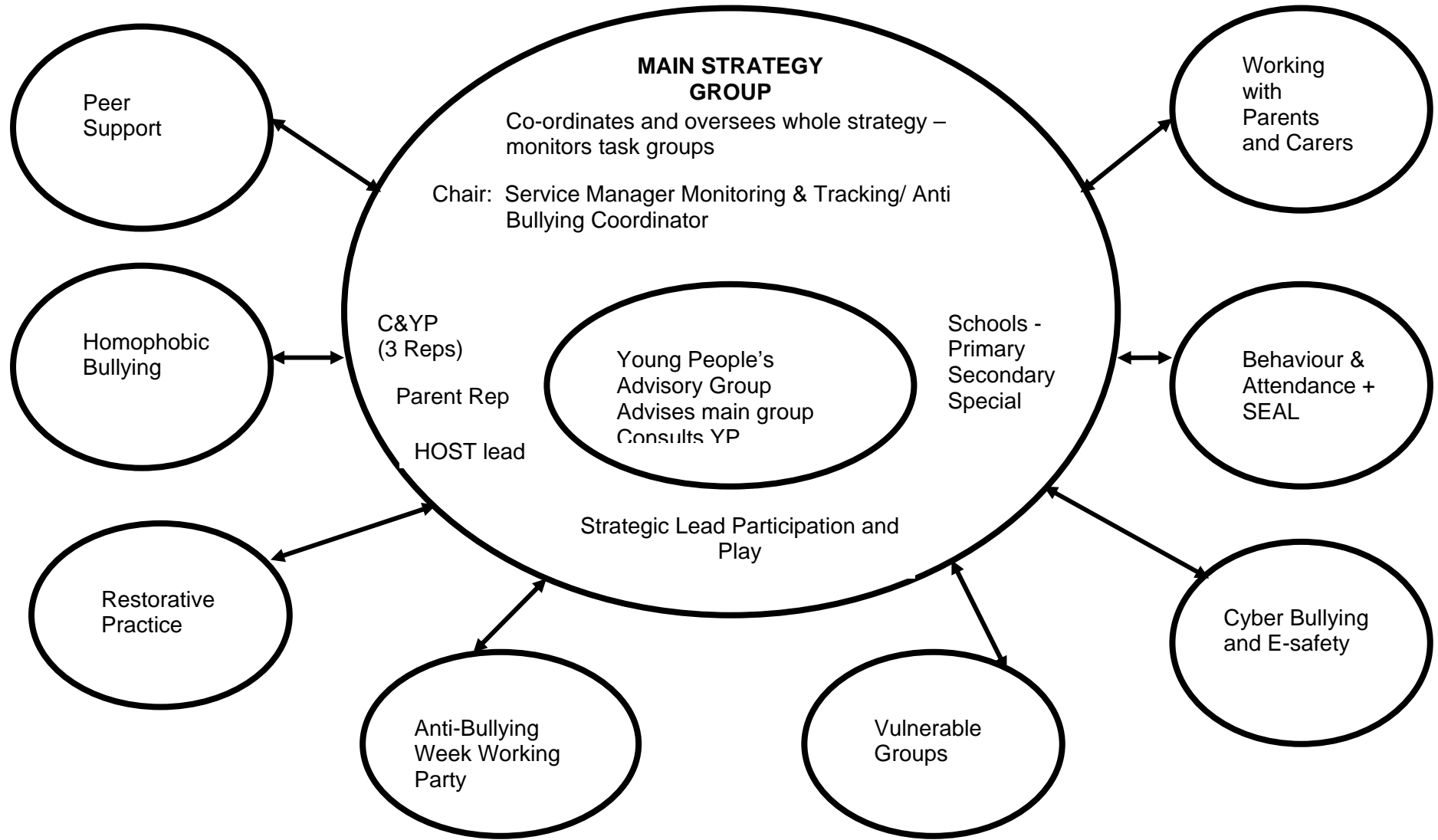
Bullying is everyone's business and an important aspect of safeguarding Children and Young People. Through partnership working the strategy is already well underway. We look forward to its continued development in the light of Children's and Young People's needs, ideas and contributions.

Thank you for taking the time to read this strategy. The Anti-Bullying Strategy group welcome any constructive comments or suggestions you may have. Please contact Rennie Thompson, Service Manager Monitoring and Tracking, Macclesfield House, New Road, Oxford, OX1 1NA , 01865 810 545 , rennie.thompson@oxfordshire.gov.uk should you wish to offer your views.

Anti Bullying Co-ordinator
Sets up task groups and oversees their development attends when necessary and ensures C&YP have a voice

Anti Bullying Strategy Group – Proposed Structure

Time limited task groups work on specific areas. Nominated person from each group reports back to strategy group



Bullying – A Charter for Action

Name of School _____

Name of Local Authority _____

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- ✓ Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

_____ Chair of Governors

_____ Headteacher

_____ Representative of pupils

_____ Date

NASUWT
www.teachersunion.org.uk



n|g|la National Governors' Association



ASCL Association of School and College Leaders

NAHT National Association of Head Teachers

department for
children, schools and families

ADCS
Leading Children's Services



PAT
Professional Association of Teachers

UNISON
the public service union

PGR
Network
www.pgrnet.org.uk

Ideas for schools to consider

To assist schools in drawing up their anti-bullying policy, the Department has issued revised guidance to schools entitled **'Safe to Learn: Embedding Anti-Bullying Work in Schools'**, as well as advice and materials on prejudice-driven bullying and cyberbullying. In addition, we recommend schools use the following prompts when determining and evaluating their policy.

✓ Discuss, monitor and review

- Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- What is our school doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
- Do we celebrate our successes and draw these to the attention of parents/carers?

✓ Support everyone in the school community to identify and respond

- Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
- Do we actively provide systematic opportunities for developing pupils' social and emotional skills to reduce bullying?
- Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through corridor displays; through the School Council; through peer support; and through teaching about online safety?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?

✓ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?

✓ Ensure that parents/carers expressing bullying concerns have them taken seriously

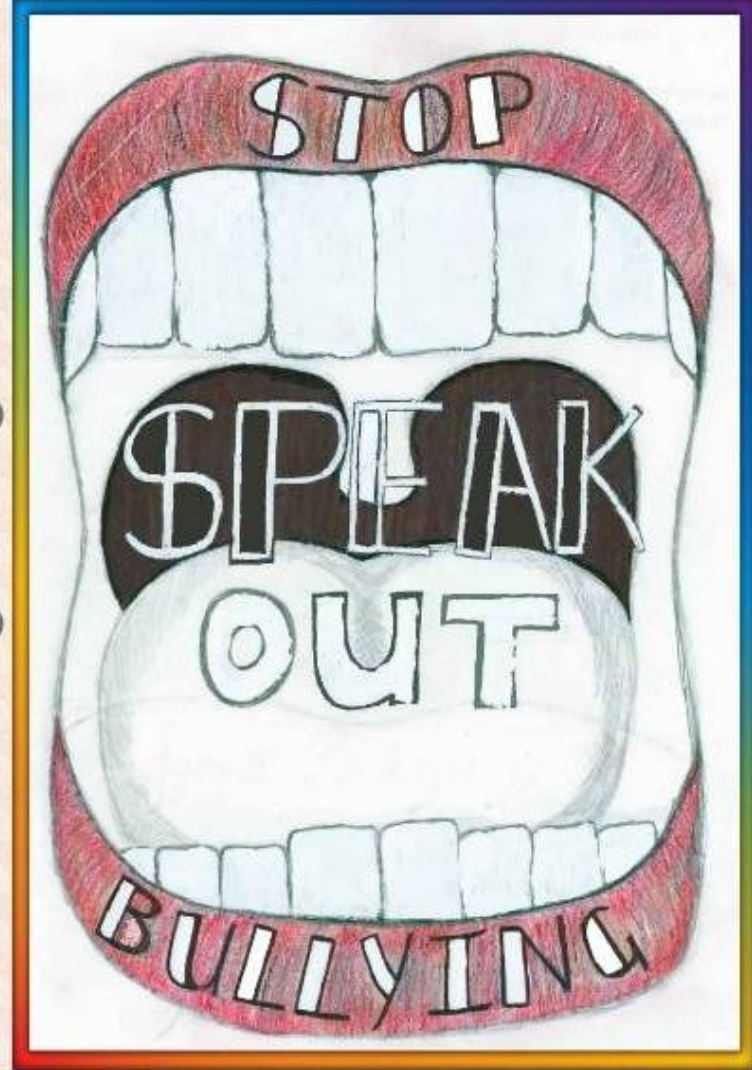
- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?

✓ Learn from effective anti-bullying work elsewhere

- Have we invited colleagues from a school with effective anti-bullying policies to talk to our staff?
- Have we involved local experts or the voluntary sector in any way?

Oxfordshire Safeguarding Children Board

Affected by bullying? - speak to an adult or call ChildLine 0800 1111



Runner-up of anti-bullying competition
age 12-18

