Lincolnshire's Anti Bullying Strategy

"Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally."

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Contents

Introduction:

Bullying is children and young people's primary safety concern, and has remained the highest reason for calls to Childline over the past 6 years.

Local Authorities in England are monitored on their effectiveness to address and reduce bullying through the National Indicator (NI) 69, 'Children who have experienced bullying.' This data was captured through the government's annual Tell Us Survey.

March data from our ECM Perceptions Survey of Primary and Secondary pupils told us that;

- 87.7% of our secondary phase students said they are not being bullied

- 67.0% of secondary phase students said they do not know of others who are being bullied

- 78.5% of our Primary phase pupils said they are not being bullied

- 65.1% of our Primary phase pupils said they do not know of others who are being bullied

Which means that

- 12.3% of our secondary phase students are being bullied

- 33% of secondary phase students do know others who are being bullied

- 21.5% of our Primary phase pupils are being bullied

- 34.9% of our Primary phase pupils do know of others who are being bullied.
  * Based upon 24,621 Pupil responses

The Lincolnshire Children and Young People's Plan and the Lincolnshire Safeguarding Children Board Business Plan have identified bullying as a key priority to ensure all children and young people in Lincolnshire are safe.

This document outlines how agencies who work with Lincolnshire's Children and Young People's Strategic Partnership will work in an integrated way to promote the safety and wellbeing of children and young people.

We know that helping children and young people to feel good about

Lincolnshire
COUNTY COUNCIL

themselves, to enjoy relationships and to promote confidence and self esteem has a positive impact on children and young people's development. This is why we have developed the complimentary Brilliant Lincolnshire Strategy.

"Outcomes and life chances for children and young people in Lincolnshire will be hugely determined by their self-belief and aspiration. Parents, carers and other professionals have a significant impact upon children's emotional health, well-being and self esteem and are therefore uniquely positioned to improve outcomes. Our vision for Brilliant Lincolnshire is that every child in the county should experience education, care and support which create self-belief and the highest aspirations so that all children can be the best that they can be."
Brilliant Lincolnshire Strategy: An Approach to Well-being.

We also know that most children and young people are affected by bullying at some time in their childhood. Bullying affects children and young people in different ways, but particular groups of children and young people are more vulnerable than others.

Where incidents of bullying are persistent and continuous, the outcomes for those involved can be damaging educationally, physically, socially and emotionally. Empowering children and young people to play a strong role in all anti-bullying activity is critical to our ambitions to reduce the impact and number of incidences of bullying across Lincolnshire. Supporting them to develop their own strategies and to build their resilience to challenge and their confidence to report is essential.

David McWilliams
Chair of Lincolnshire Anti Bullying Steering Group

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1. The Five Key Principles

This strategy has 5 Key Principles which seek to encourage all services for children and young people in Lincolnshire to:

1. *Listen* and understand the views of Lincolnshire's children and young people on bullying and how it impacts on their lives.

2. *Challenge* attitudes and behaviours so that bullying prevention is integral to children and young people's rights (see CYPSP Participation Strategy 2009-20011).

3. *Develop* a consistent framework for understanding and tackling bullying.

4. *Raise* self esteem, confidence and develop protective behaviours and support positive behaviour from early childhood onwards through our Brilliant Lincolnshire Strategy.

5. *Support* the children's workforce to respond effectively to bullying behaviours

Our approach is tiered and proportionate to the identified needs of the individual (see appendix 2)

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2. What is Bullying?

The Government (DCSF 2009, Safe from Bullying) defines bullying as:

*Behaviour by an individual or group, usually repeated over time, that
intentionally hurts another individual or group either physically or emotionally*

Bullying can take place between individuals or groups; face to face, indirectly
or using a range of cyber bullying methods, the recognised categories are:

- **DIRECT PHYSICAL BULLYING**:
  Hitting, kicking, pushing, taking or hiding/damaging belongings
  including money

- **DIRECT VERBAL BULLYING**:
  Name calling, teasing, insulting, using verbal threats

- **INDIRECT BULLYING**:
  Looks, social exclusion, spreading rumours, gossiping, graffiti

Cyber bullying is a more recent problem that has come about through the
increased use of mobile phones and the Internet. It can be an extension of
face to face bullying, with technology providing the bully with another route to
harass their target. However it differs in several significant ways from other
kinds of bullying: the invasion of home and personal space; the difficulty in
controlling electronically circulated messages; the size of the audience; and
the perceived anonymity. It may also involve the misuse of associated
technology such as cameras and video facilities.

Cyber Bullying can be defined as:

*The use of Information and Communication Technology (ICT), particularly
mobile phones and the Internet, deliberately to upset someone*

Whilst working on these definitions it was identified and agreed by the strategy
steering group that the Lincolnshire definition of bullying should highlight three
key words, *intentional, unintentional* and *repeated* behaviour.

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COUNTY COUNCIL

Children are bullied for a variety of reasons however vulnerable groups are particularly at risk of bullying.

Specific types of bullying include:

- Bullying related to race, religion or culture.

- Bullying related to special educational needs (SEN) or disabilities.

- Bullying related to appearance or health conditions.

- Bullying related to sexual orientation.

- Bullying of young carers or looked-after children or otherwise related to home circumstances.

- Sexist, sexual and transphobic bullying.

There is no "hierarchy" of bullying – all forms of bullying should be taken equally seriously.

3. National Context

Bullying is implicated in around 15 cases of child suicide every year (Marr and Field 2001).

Tackling bullying has been identified as a key priority by Government for many years and this looks likely to continue with the new coalition Government into the future following the 2010 White Paper 'The Importance of Teaching' which re-emphasises the need for schools to continue to both record and respond appropriately to bullying. Furthermore, it specifically recommends that the new Ofsted framework has as one of just 4 key areas 'Behaviour and Safety', the latter ensuring that inspections take adequate account of the ways in which a school deals with bullying.

New duties on statutory and commissioned services (Children's Act 2004) including those that provide residential services to children and young people have introduced important anti-bullying safeguards, although schools in particular still retain considerable autonomy.

Through Healthy Schools, PSHE and SEAL (Social and Emotional Aspects of Learning), schools have developed wide ranging consultation methods to ensure the voice of Children and Young People help to prioritise bullying and shape some of the approaches against it.

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COUNTY COUNCIL

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Law, Policy and Guidance

The Law

- Education Act 2002

- Education Inspections Act 2006

- Children Act 2004

Equality Duties

- Human Rights Act 1998

- Race Relations (Amendment) Act 2000

- Disability Equality Duty

- Equality Act 2010

Government Guidance

- Safe to Learn: Embedding anti-bullying work in schools, 2007

- Working together to Safeguard Children, 2010

- Safeguarding Children and Safer Recruitment in Education, 2006

- Improving behaviour and attendance, 2008

- Safe from Bullying, 2009

- OFSTED HMI 465 Bullying – Effective action in secondary schools

- Bullying Today: Office of the Children's Commissioner 2006

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COUNTY COUNCIL

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4. Local Context

Many of the services working across the Children and Young People's Partnership in Lincolnshire have implemented strategies to combat and prevent bullying with an emphasis on promoting self confidence and self esteem e.g. peer mentoring strategies which reinforce that bullying behaviours have consequences.

Lincolnshire schools continue to engage with the Healthy Schools programme. This programme encourages children and young people in seeking solutions to bullying and use a variety of processes to ensure that their ideas play a significant part in shaping bullying interventions. Accredited Healthy Schools also ensure that children and young people are involved in the development, writing and evaluation of anti-bullying programmes, policies and approaches.

Early interventions to support positive parenting (See Strengthening Families Strategy) are increasingly important and will support development of our anti bullying aspirations. We are committed to listening to and acting on what children, young people and their parents tell us (See Participation Strategy).

In September 2009 a new inter-agency partnership Steering Group was established to build on previous good work undertaken by the Local Safeguarding Board and to take forward the development of a whole partnership Anti-Bullying Strategy. As part of this work Anti Bullying Champions have been developed in each locality area and we have a commitment from all partners to say no to bullying.

The Children and Young People's Plan has prioritised anti bullying work which will enable all our partners to support and champion anti-bullying work at Local Authority and partnership level.

Although Local Authority Children's Services is made aware of formal complaints in relation to bullying, there is still much work to be done regarding the reporting and recording of data on bullying.

As a result, in 2009, Children's Services commissioned a web based pupil survey, (ECM Essentials), for all children and young people in Lincolnshire to help identify and assess the extent of bullying from a pupil perspective.

Results from the ECM Perceptions pupil consultation and our Tell Us 4 Survey results have enabled us to set targets for improvement, monitor progress and establish good baseline data (Appendix 1: Current Data).

We are also committed to an integrated approach to promoting children and young people's emotional well-being. The Anti Bullying Strategy is fully integrated with these aspirations and sets out a clear plan of action for reducing bullying incidents for all children and young people in Lincolnshire.

Lincolnshire
COUNTY COUNCIL

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5. Work Plan

The Steering Group work plan details the agreed objectives for Lincolnshire Children's Services for the next 2 years, the strategic priorities are:

- Children's and young people's views are heard, supported and considered in planning and evaluating anti bullying approaches across all services for young people .

- Children and young people, parents and carers are confident that policies and practices are in place across educational settings and extracurricular organisations to ensure children are kept safe from harassment and bullying. We will seek ways to engage all services, schools and academies to deliver a consistent approach.

- Services will encourage children and young people to have a strong values-base : we want children and young people to value themselves, others and their environment.

- All children and young people will have access to advice, guidance and learning opportunities to feel confident to implement strategies to prevent bullying situations arising and to deal with any situations involving perceived bullying.

- All staff will know how to access information and support to help them in the prevention of bullying.

- Staffing expertise and resources are available to provide advice and support to schools and all settings across children's services in Lincolnshire.

- Multiagency approaches are valued and effectively employed.

- Organisations will have robust systems in place which ensure staff have access to support systems and a culture of respect is promoted so staff feel valued and able to challenge.

6. Key Themes

- *We will;* support the role of the Anti Bullying Officer

- *We will;* establish a baseline and set annual reduction targets

- *We will;* focus on the development of a recording system for children to register their views about bullying and its prevention

Lincolnshire
COUNTY COUNCIL

- *We will;* develop initiatives and procedures to reduce bullying incidents

- *We will;* regularly review and monitor our performance through evidence based practice

- *We will;* regularly provide information to parents, young people and children

- *We will*; develop an Award Scheme to celebrate excellent practice in anti-bullying work

- *We will;* promote a values based approach to our work

7. Group Roles

Anti Bullying Strategy Steering Group

To consist of senior representatives of key services and agencies, chaired by David McWilliams, to meet on a quarterly basis (see Appendix 3 for group membership).

The anti bullying steering group will;

- Have a strategic overview of Anti Bullying Strategy and the supporting Action Plan

- Monitor, challenge and support the Anti Bullying Officer via a quarterly briefing and an annual report

- Analyse data in order to highlight trends, set targets and identify training needs

- Promote an Anti Bullying Award Scheme

- Champion / promote commitment to Anti Bullying work

- Promote consistent practice across children's services

Anti Bullying Working Party

To consist of representatives from key services and agencies, chaired by Sophie Whitehead, to meet on a bi monthly basis (see Appendix 3 for group membership).

The anti bullying working party will;

Lincolnshire
COUNTY COUNCIL

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- Share information and best practice

- Improve links across agencies / partners

- Champion / promote commitment to Anti Bullying work

- Promote consistent practice across childrens services

- Analyse data to inform targeted support initiatives

- Analyse data to assess effectiveness of initiatives

- Promote an Anti Bullying Award Scheme

- Encourage and support partners to regularly and openly discuss the issue of bullying

- Encourage and support partners to make a commitment to take effective and appropriate action in dealing with bullying behaviour.

- Improve access to anti bullying initiatives

- Develop closer links with agencies and 3rd sector to support initiatives in reducing bullying behaviour.

- Encourage the development of safe, listening environment in which adults, children and young people feel free to discuss their concerns regarding bullying behaviour

- Engage children and young people regarding anti bullying policy, strategy and practice

- Raise awareness with adults, children and young people about the impact of bullying

- Make clear that everyone has a responsibility for the safety of others and to prevent and address incidences of bullying

Lincolnshire
COUNTY COUNCIL

Appendices

Appendix 1 Current Data;

TELLUS 4 Questionnaire Results for Lincolnshire (2009)
* Based upon 1,956 responses (This is double the number of participants from the Tell Us 3 Survey)

19a. Have you ever been bullied at school?	LCC	National	Statistical Neighbours
Yes %	53	46	49
No %	47	54	51

19b. Have you been bullied at school?	LCC	National	Statistical Neighbours
In the last year %	26	26	25
In the last six months %	9	9	9
In the last four weeks %	19	18	18
I was bullied more than 1 year ago %	45	48	47

Percentages based only on pupils who have ever been bullied at school.

19c. How often has someone done something to bully you at school? This could be by the same person each time, or different people.	LCC	National	Statistical Neighbours
A few times this year %	48	51	51
Every month %	10	8	8
Every week %	6	7	7
Most days %	24	23	23
Every day %	13	11	11

Percentages based only on pupils who have been bullied in the last year at school.

20a. Have you ever been bullied when you are not in school (including on your journey to school)?	LCC	National	Statistical Neighbours
Yes	25	21	23
No	75	79	77

20b. Have you been bullied when you are not in school (including on your journey to school)?	LCC	National	Statistical Neighbours
In the last year %	28	30	30
In the last six months %	18	15	16
In the last four weeks %	23	24	24
I was bullied more than 1 year ago %	31	31	30

Percentages based only on pupils who have ever been bullied out of school.

20c. How often has someone done something to bully you when you are not in school? This could be by the same person each time, or different people	LCC	National	Statistical Neighbours
A few times this year %	58	59	59
Every month %	10	9	19
Every week %	6	7	7
Most days %	20	16	16
Every day %	7	9	9

Percentages based only on pupils who have been bullied in the last year out of school.

21. How well does your school deal with bullying?	LCC	National	Statistical Neighbours
Very well %	25	25	24
Quite well %	34	33	34
Not very well %	13	15	15
Badly %	10	11	12
Bullying is not a problem in my school %	3	4	3
Don't know %	15	12	11

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ECM Perceptions data March 2010 (B
Primary School Data (Based upon a total of 24,621 pupil responses)
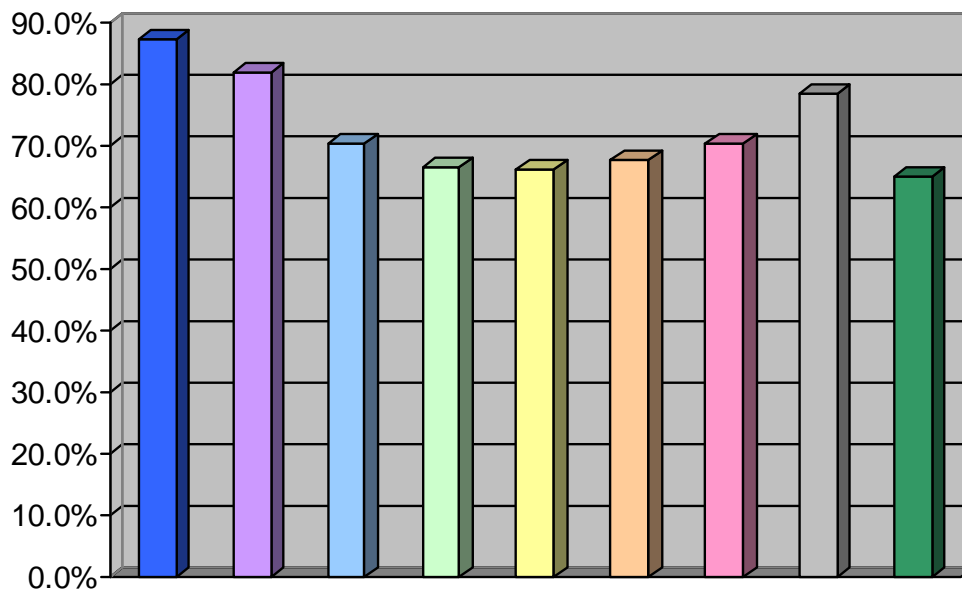
● 87.4% of pupils feel safe from others at school; this is 1.5% more than benchmarking data.

● 82.1% of pupils feel safe from others when travelling to/from school this is 2.3% more than benchmarking data.

● 70.5% of pupils feel safe from others when they are not in school; this is 1.1% more than benchmarking data.

● 66.5% of pupils feel safe from accidents/injury when they are at school; this is 3.9% more than benchmarking data.

● 66.3% of pupils feel safe from accidents/injury when travelling to/from school this is 3.0% more than benchmarking data.

● 67.7% of pupils feel safe from accidents/injury when they are not at school; this is 2.9% more than benchmarking data.

● 70.5% of pupils know the dangers of using the internet; this is 1.6% more than benchmarking data.

● 78.5% of pupils are not being bullied; this is 1.2% more than benchmarking data.

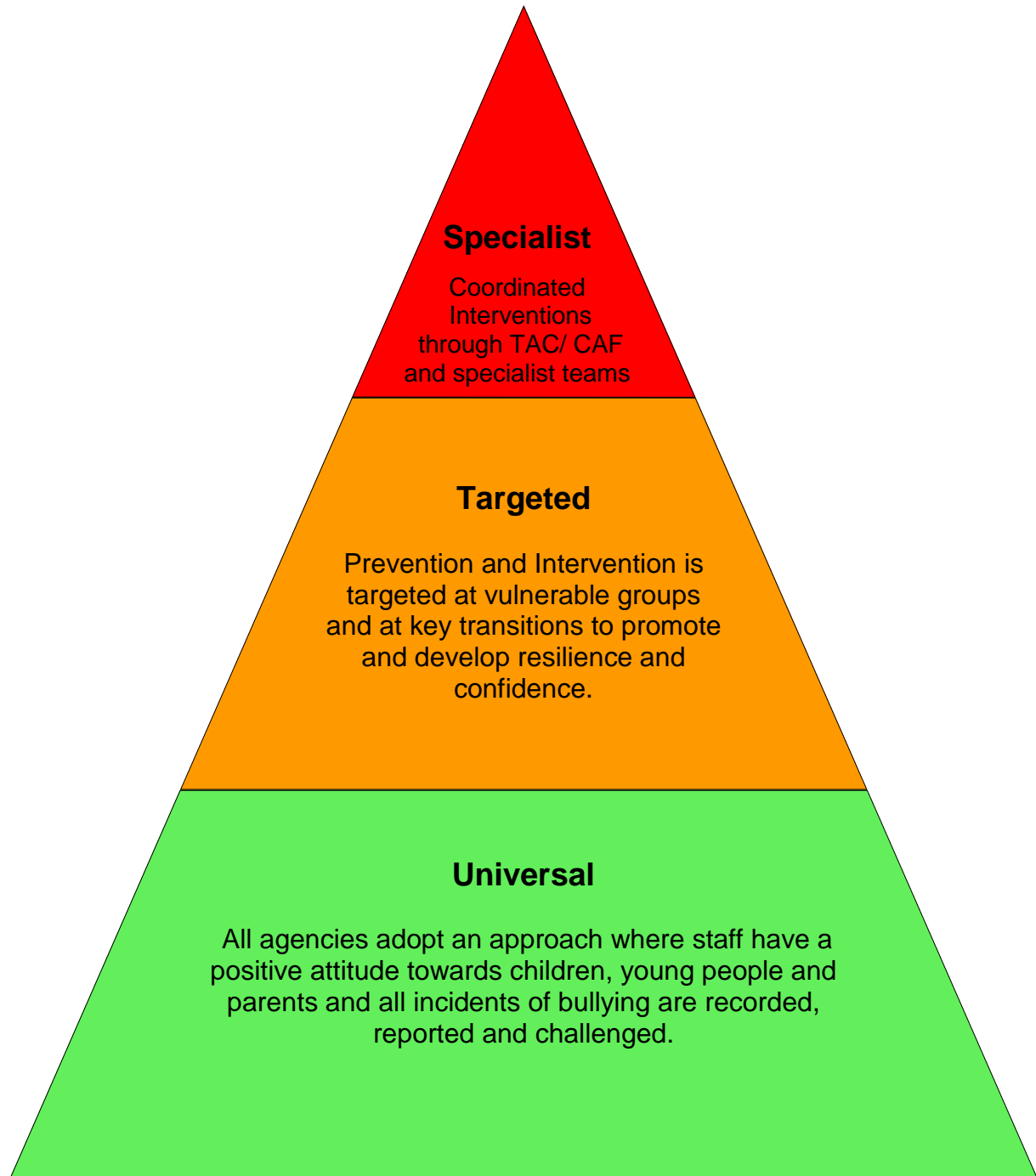● 65.1% of pupils do not know of others who are being bullied, this is 5.2% more than benchmarking data.

Lincolnshire
COUNTY COUNCIL

Secondary School Data
(Based upon a total of 24,621 pupil responses)
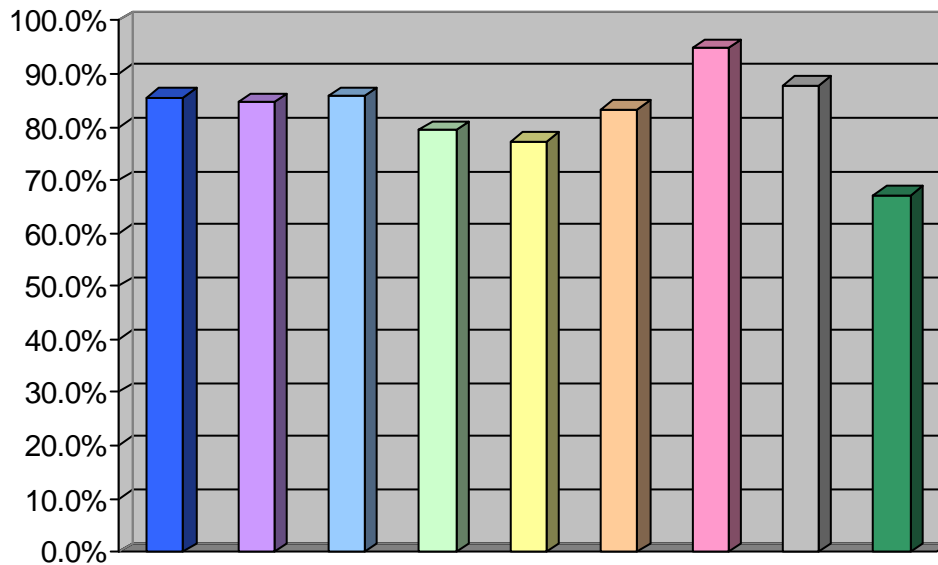
● 85.6% of students feel safe from others at school, this is 3.6% more than benchmarking data.

● 84.6% of students feel safe from others when travelling to/from school; this is 3.6% more than benchmarking data.

● 85.8% of students feel safe from others when not at school; this is 2.8% more than benchmarking data.

● 79.4% of students feel safe from accidents/injury when at school; this is 3.4% more than benchmarking data.

● 77.4% of students feel safe from accidents/injury when travelling to/from school; this is 2.4% more than benchmarking data.

● 83.4% of students feel safe from accidents/injury when not at school, this is 3.4% more than benchmarking data.

● 94.8% of students know the potential dangers of the internet, this is 1.8% more than benchamrking data.

● 87.7% of students are not being bullied, this is 1.1% less than benchamrking data.

● 67.0% of students do not know of others who are being bullied, this is exactly the same as benchmarking data.

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Appendix 2 Our Approach

Specialist

Coordinated
Interventions
through TAC/ CAF
and specialist teams

Targeted

Prevention and Intervention is
targeted at vulnerable groups
and at key transitions to promote
and develop resilience and
confidence.

Universal

All agencies adopt an approach where staff have a
positive attitude towards children, young people and
parents and all incidents of bullying are recorded,
reported and challenged.

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COUNTY COUNCIL

Appendix 3 Group Memberships

Anti Bullying Strategy Steering Group

Representatives from the following key services and agencies

Children's Services
Police
CfBT
Healthy Schools
EMAS/TES

Anti Bullying Working Party

Representatrives from the following key services and agencies

Anti Bullying Officer
LSCB
EMAS/TES
Healthy Schools
School Services
Children's Services
Community Liason
Education Psychology
Parent Partnership
Transport / Max Respect
CfBT
E-Safety
Locality Anti Bullying Champions x 7
Lincolnshire Council for Voluntary Youth Services
TAMHS
Participation Team
Police
YOS

Appendix 4

The Golden Threads of Anti Bullying work in Lincolnshire

<u>Policy</u>

International: United Nations Conventions on the Rights of the Child

National: Children Act 2004
Equality Act 2010
Human Rights Act 1998

Local: Children & Young People's Plan
Anti Bullying Strategy
Anti Bullying Action Plan
E-Safety Strategy
E-Safety Policy
Anti Bullying Policy for schools
E Safety Policy for schools

Lincolnshire
COUNTY COUNCIL