



**Coventry
Anti-Bullying Strategy
for
Children & Young People**

March 2006



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Coventry Anti-Bullying Strategy for Children and Young People

1. Introduction

1.1 Definition of bullying

It is important to distinguish bullying from other forms of misbehaviour, as it is very easy to label any incident as “bullying”. Single incidents should not be classified as bullying unless the same child repeats the behaviour with another child. We need to have a clear and accepted definition of bullying.

It has been decided to adopt the following definition closely based on one used by the DfES:

2.

Bullying is an abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person.

The Scope of the Strategy

This strategy is about bullying targeted at children and young people, by children and young people. There is general support for the idea that the focus should be on the schools, as long as this is done in parallel with initiatives that will change societal attitudes, in particular changing the views of parents, the role models for the young people.

It seeks to address bullying in its broadest sense, by which we mean that we recognise that bullying takes place in the community, not just in schools. We would want to ensure that we move out to the wider community at the earliest opportunity – recognising that bullying is not confined to schools and is not only a school based problem.

Within this strategy we are not seeking to address issues already covered by other strategies but will link with and seek to support work being undertaken in relation to Hate Crime and with particularly vulnerable groups like asylum seekers and refugees, travellers and children with disabilities.

The aim is to arrive at an anti-bullying strategy, agreed by all partners and stakeholders; endorsed by children and young people and the Children and Young People's Strategic Partnership.

3. Summary of the key points of the strategy

- Bullying is an important and complicated issue and tackling it needs strong, dedicated leadership
- Underpinning everything else is a commitment to participation – especially by children and young people
- We need a balanced strategy: prevention + support for the children/ young people experiencing bullying + working with the children/ young people who bully others
- Schools are key to tackling this issue – but this is not just a schools' issue
- We need to build consensus that 'we are all in this together'
- We need to engage with a broad range of partners
- We should aim for a sufficiently safe environment that children/ young people may bring bullying out into the open, creating a 'telling' city
- We should identify the preferred Coventry approaches and programmes and aim to deliver these across the city
- The legal situation relating to bullying needs to be understood and the implications accepted by those who carry a legal responsibility
- We should be collecting information about the scale of the problem, regularly, to be able to monitor the situation, in order to inform future action

4. The Background

4.1 Introduction: a national context

Bullying has been identified as a major concern for students, staff and parents, both nationally and locally.

- **Kidscape** research revealed that 7 out of 10 young people aged five to sixteen had been bullied at least once, 4 out of 10 more than once and 1% were bullied so badly that they suffered severe problems.
- In research by **Katz et al (2001)** a third of the girls and a quarter of the boys had at some time been afraid of going to school because of bullying.
- Of 7,000 teenagers surveyed nationally 25% said bullying is the main cause of stress in their lives (**Katz 2001**).
- 75% of Secondary students felt that school policies are ineffective (**Katz 2001**).
- During 2003/4 more than 31,000 young people called **ChildLine** about bullying making it the most common problem that they are contacted about.
- In a recent health study (**Kaltiala-Heino, 2000**) it was found that among girls, eating disorders were associated with involvement in bullying in the role of perpetrator or victim, and among boys it is mainly seen in those who are the victims of bullying.

4.2 What do we already know about bullying in Coventry?

Bullying is a major issue in Coventry and tackling this problem will be an enormous challenge for the city, needing support and commitment at the highest level. Bullying has

been identified as a problem both for children and young people – and for their parents who also need support.

In putting together this strategy we have identified that there are gaps in the information that we need e.g. we have no hard, statistical evidence about the reported level of bullying incidents to provide us with a baseline. What we do have is more anecdotal. However, a lot of work has been undertaken in Coventry recently (less than 18 months) with children, young people and parents to discover their needs/ concerns and ideas. A common theme that became apparent through all of the consultations was the issue of bullying. Examples of some of the consultations carried out are:-

- Work with Your Turn carried out by Sheila Bates (Children's Champion) and Ros Johnson (worker with Your Turn)
- Young Voice consultation with children and young people for the Inclusion Strategy.
- Findings from the Street Pals project (particular focus on anti-bullying)
- CTC Risk Audit in 16 secondary schools.
- Children's Voices Transition Conference
- Children's Voices' Keeping safe over the summer conference
- Community safety audit
- Parents' consultation to inform the production of the latest Children's Fund Plan.

- Health related behaviour questionnaire
- Anti-Bullying Week conference November 2005, with 82 young people from across the city
- Research study: "Children and young people's use of the streets for leisure purposes: A real, imagined or exaggerated problem" *Mick Carpenter et al November 2005*
- What Could We Do to Prevent Bullying? Consultation by questionnaire exercise carried out in October 2005 with responses from over 600 children and young people to the questions
 - 1) What four things could we possibly do to stop bullying in schools?
 - 2) What four things could we possibly do to stop bullying outside of schools?
 - 3) What four things could we possibly do to help children and young people who are being bullied?
 - 4) What four things could we possibly do to help people who bully other children and young people?

Findings:

- The Communities that Care Risk Audit showed that aggressive behaviour at school was above the national average in 11 of the 18 wards of the city, significantly so in 1 of the wards.
- The Communities that Care Risk Audit is also showing a correlation between levels of bullying and the ethnic profile of the various parts of the city – with 4 out of 5 of the areas reporting the highest levels of aggressive behaviour in schools also being the most ethnically diverse in the city.

- Locally workers from a range of organisations report that children and young people view bullying as a really important concern to them.
- The parents' consultation for the Children's Fund plan showed that bullying was the number one concern for the parents who responded.
- In the Health Related Behaviour Questionnaire carried out in 2005, 457 Year 4 and Year 6 Primary School pupils took part in the questionnaire. 64% of pupils indicated that they felt afraid of going to school because of bullying.
- Where pupils reported bullying, it mostly took place during playtimes and lunchtimes.
- Two of the focus groups who took part in the research study: "Children and young people's use of the streets for leisure purposes: A real, imagined or exaggerated problem" *Mick Carpenter et al November 2005* cited that bullying is a feature of the street groups.

To give a flavour of the things that are being said by children, young people and parents Ros Johnson and Sheila Bates reported on the feedback from some work recently undertaken with **young people** who said the following:

- Support the victims
- There is a need for realistic punishments
- Support is needed on the playground
- Need confidence building
- Bullying is everyone's responsibility
- Bullies should be made to meet with, and apologise to, the victims
- Needs a whole school approach
- Build up respect, understanding and tolerance
- Telling is not an option
- Conflict resolution/ prejudice reduction models needed.

Teresa Gilbey from Street Pals gave the following feedback
Children have said:

- Schools do nothing
- Teachers don't listen
- It stops for a while then it starts again
- I don't tell anyone
- I don't come to school
- They say I am to blame as well
- All I want to do is hide away; this young boy was taken out of school by his parents and is now being taught at home
- They did it to me, so I am going to do it to them
- I won't be a victim any more
- I was jealous of her
- She (parent) shouted at me when I tell her
- I won't go there because I know they will be there
- I don't eat at school

Teresa also reports that **parents** have spoken about the difficulties they have when they approach schools regarding bullying. Parents also report that it is sometimes difficult to obtain a copy of a schools anti-bullying policy when asked. If bullying takes place out of school, schools are reluctant to do anything. Parents state schools have been very reluctant to deal with the problems.

At the Anti-Bullying Week Conference November 2005 the children and young people that attended answered questions from the Tiny Aurora Life In School questionnaire. This gave a General Aggression score of 18.61% and a Bullying Index of 20.61%, both of which are considerably higher than the expected scores.

4.3 What do we know about responses to bullying in Coventry?

Establishing and implementing a well-functioning anti-bullying strategy is essential if we are to reduce the risks faced by so many of Coventry's children and meet the appropriate outcomes for Every Child Matters and for the Joint Inspection of Children's Services.

Anti-bullying work is the business of many city council departments and services, the Police, PCT and agencies across all sectors. The current audit of what is happening in relation to anti-bullying work has so far received responses from 35 different providers, demonstrating that there is a lot of anti-bullying work happening – but, with little consideration about what others are seeking to do. It is unclear where there might be duplication of effort, gaps in provision, geographical gaps, unfilled training needs etc. The need for better co-ordinated provision has become apparent. There is some evidence of joint working e.g. between Social Services and Children and Family Education Service (CaFES) on the Sparkle Groups; and Behaviour Support Service and Residential Units for Looked After Children on staff training, but it is considered that this could be further developed to benefit more children and more situations. Currently the work appears to be disjointed and lacks coherence and consistency.

In the adult sphere of related work there are full time officers with responsibility for leading the work to address the problems (Hate Crime Officer and the Domestic Violence Partnership Manager) but there is no comparable post for the anti-bullying work.

4.4 The Harmful Effects of Bullying

The impact on the mental health and emotional well-being of children experiencing bullying can be profound. It can be of short-term duration or have serious negative consequences on their future opportunities in life.

i) Health Consequences

- Victims may suffer from a variety of physical complaints such as fits, faints, vomiting, limb pains, paralysis, hyperventilation, headaches, stomach aches, bed wetting, sleeping difficulties and sadness (**Smith 2002**)

- Victims are more likely to show signs of general depression, suicidal thoughts and somatic complaints (Rigby & Slee 1993). They may become anxious, insecure, lonely and unhappy
- In the U.K. it is estimated that at least 16 children commit suicide every year because of bullying. Katz et al (2001) found that 1 in 4 girls who had experienced violence from bullies had made a suicide attempt
- Bullying, especially if associated with image, ethnicity, weight, popularity etc, has a direct impact upon a young person's self esteem. Low self-esteem can lead to the belief amongst young people that they deserve to be bullied and that they are in some way to blame for what is happening. If youngsters turn these feelings in on themselves this may lead to the development of an eating disorder, drug and alcohol abuse, abusive relationships or the use of self-injury
- As adults, victims of bullying may continue to suffer from anxiety, depression, loneliness, lack of trust and difficulties in forming lasting relationships

ii) Educational Achievement

Learning and achievement may be curtailed by bullying. Students find it difficult to cope with the expectations of the school curriculum when combined with the stress of bullying. The main coping mechanism for girls experiencing bullying is to exclude themselves from school (Osler et al 2002). A poor attendee will soon become a truant if the problem is not resolved. Frequent absence will make it difficult to keep up with course work. The easy option then is to opt out altogether with the result that career options become limited. Poverty, social exclusion and early motherhood are all potential consequences.

4.5 Types of Bullying

- Verbal bullying - name calling, teasing, taunts, mocking, malicious gossip, shouts of abuse, offensive or sexual remarks and threatening language
- Indirect bullying - intimidation, dirty looks, starting/spreading rumours, falling out of friendship groups, isolation, writing on books, bags, walls and bus stops or displaying literature or materials of a racist, sexist or pornographic nature
- Cyber bullying – nasty texting and emails (see below)
- Physical bullying - punching, kicking, fights and pushing, stealing or hiding belongings and sexual assault

4.6 Racist and Religious Bullying

Racist and religious bullying is motivated by difference, or perceived difference, between the bully and the target. The bullying may take many forms (see above "Types of Bullying") and be based on skin colour, dress, accent, cultural identity, way of life, stereotyping (e.g. Islamophobia, gypsies and travellers), religious observances or an inability to partake in certain activities. The effect of such bullying can have a profound effect on the target even in cases where there seems to be little or no malicious intention.

Bullying can happen anywhere (both inside and outside of school) and can manifest itself in many ways (see above 'Types of Bullying').

Coventry City Council is working to ensure that all those living in the city are able to do so without the fear of discrimination or harassment based on colour, race, religion or ethnicity. We are working actively to ensure that our society is truly inclusive. However many racist or religious incidents go unreported and this makes it difficult for us to act effectively. Racist and religious incidents can be reported at any Police Station, at Hate Crime reporting centres across the city (see Appendix 3) , or to the Hate Crime Officer. Tel: 024 7683 2118

4.7 Homophobic and Transgender Bullying

Homophobic and Transphobic bullying is usually motivated by the offender's ignorance, prejudice or fear. Such incidents can have a serious impact upon the target's quality of life. It can affect young people whether they identify as being Lesbian, Gay, Bisexual or Transgender (LGBT) or not.

The whole community should be supportive and proactive in order to educate society of the harm caused by Homophobic and Transphobic Bullying. Schools should deal with LGBT issues and bullying and this should be made clear in their policies.

Homophobic and Transphobic incidents are under-reported. Homophobic or Transphobic incidents can be reported at various places including Police Stations, libraries and health centres. Specialist support can be received from GYGL (Godiva Gay and Young Lesbians) at Terence Higgins Trust, tel: 024 7622 9292; help-line number: 024 7622 4090. Incidents can be reported at the Hate Crime reporting centres listed in Appendix 3.

4.8 Cyber Bullying (also known as Online Bullying or e-Bullying)

Cyber and text bullying can continue long after schools have closed their gates. Bullying on the Internet can happen in two ways:

1. by using e-mail
2. by somebody setting up a site with the intention to 'target' an individual or group of people

The increase of mobile phones has also led to text bullying. Sending threatening or bullying text messages is a criminal offence that the Police recognise as a crime.

5. The Legal Framework

5.1 School Standards and Framework Act 1998

Under Section 61 *School Standards and Framework Act 1998 (SSFA)*, headteachers are required **by law** to draft a written policy on measures to prevent all forms of bullying – an anti-bullying policy.

5.2 Racial bullying

Under the *Race Relations (Amendment) Act 2000 (RRAA)*, and the accompanying Code of Practice issued by the Commission for Racial Equality, schools must:

- (i) have a published race equality policy; and
- (ii) monitor and assess the impact of their policies, including their race equality policy, on pupils of different ethnic groups. In addition to these specific requirements, schools are under a statutory duty to work towards the elimination of racial discrimination and promote good race relations. If a school fails to address bullying of a racial nature, this will be contrary to the requirements to promote race equality and good relations between different ethnic groups. Any failure on the part of a school to deal with bullying which involves a racial element could be a potential breach of the *RRAA 2000*.

5.3 Ofsted Framework for Inspection

Ofsted's New Framework for Inspection requires examination of the implementation of such strategies. Under Section 5 of the Education Act 2005 schools are asked by Ofsted to evaluate whether pupils feel safe from racist incidents. Pupils may also be asked by inspectors whether they feel free from any form of bullying and harassment in their school.

5.4 Duty to Safeguard and promote the welfare of pupils

Schools and local authorities are under a legal duty to safeguard and promote the welfare of children under Section 175 *Education Act 2002*. The DfES has issued guidance as to how this duty applies (DfES/0027/2004 *Safeguarding Children in Education*).

Section 175 requires two types of arrangements to be made:

- to take all reasonable measures to ensure that risks of harm to children's welfare are minimised; and
- to take all appropriate action to address concerns about the welfare of a child, or children, working to agreed local policies and procedures in full partnership with other local agencies.

The guidance states that 'safeguarding' covers more than the contribution made to child protection in relation to individual children. *'It also encompasses issues such as pupil health and safety and bullying'* (Part 1, para 15, DfES/0027/2004 *Safeguarding Children in Education*).

5.5 When does bullying constitute criminal action?

[N.B. Children under the age of 10 cannot be prosecuted for a criminal offence.]

Some forms of bullying may amount to criminal behaviour. Where a child who has been bullied has been threatened, the bully may have committed the offence of **'threatening behaviour'** under Section 4 of the *Public Order Act 1986*.

This provides that:

a person will be guilty of threatening behaviour if he or she uses threatening, abusive or insulting words or behaviour, or distributes or displays to another person any threatening, abusive or insulting written material, sign or any other 'visual representation' to
(i) cause another person to fear immediate violence; or
(ii) provoke the immediate use of unlawful violence by another person.

If the bullied child is physically or sexually assaulted, the bullies may have committed the criminal offence of **common assault or indecent assault**. Both offences can be committed without actually touching the victim. However, in practice, the police are unlikely to act unless physical contact has been made.

5.6 Assault

What is Assault?

An intentional or reckless act that causes the target to fear **immediate and unlawful violence**. The conduct may take the form of threatening acts, words, gestures or a combination of any two or all three. The assailant must have the ability to carry out any threat at the time and no application of force is necessary. Depending on the severity this can be an arrestable offence.

5.7 Harassment

Under **The Protection from Harassment Act 1997**, it may be possible for injunctions to be put in place to restrict the bullying child's behaviour and for damages to be claimed for the harm suffered by the bullied child. The Act also contains two criminal offences that may apply in cases of bullying:

- the offence of harassment; and
- the offence of putting people in fear of violence.

A criminal prosecution cannot proceed unless the harassment has taken place on at least two separate occasions.

What is Harassment?

Intention to cause another 'alarm, distress or torment' by using abusive, threatening or insulting words or behaviour; or displays, any writing, sign or other visible representation which is threatening, abusive or insulting.

6. Outcomes to be achieved in relation to tackling bullying

The Outcomes Framework and the JAR Guidance demonstrate a set of expectations that this strategy will need to address:

High level outcomes from the DFES Outcomes Framework	Aims from the Outcomes Framework	Indicators from the Outcomes framework document or the JAR inspection guidance are starred.
1. Being Healthy	Mentally and emotionally healthy	*Children and young people who are the victims of bullying and harassment are given support (JAR indicator)
2. Staying Safe	Safe from bullying and discrimination Safe from crime and anti-social behaviour in and out of school	*% 10-19yo admitting to bullying another pupil in last 12 months *% 11-15yo who state they have been bullied in last 12 months (DWP/DfES) *There is regular monitoring, including by senior officers and elected members, of incidents of bullying and harassment. (JAR Indicator) *Clear policies on combating bullying and harassment are implemented and monitored. (JAR Indicator) *September 2003 Framework 3.2.5 – Pupils' freedom from bullying, racism and other forms of harassment (S10 judgment 3.5) (JAR Indicator) *Children are encouraged to report bullying and discrimination. (JAR Indicator) *Clear policies on combating bullying and harassment are implemented and monitored. (JAR Indicator) *% 10-19yo admitting to attacking, threatening or being rude due to skin colour, race or religion (HO) *There is risk assessment of the vulnerability to abuse and bullying for children and young people placed in residential settings and this is reviewed on a regular basis. (JAR Indicator)
3. Enjoying and achieving	Attend and enjoy school	*Clear policies on combating bullying and harassment are implemented and monitored. (JAR Indicator) *% 10-19yo admitting to bullying another pupil in last 12 months *% 11-15yo who state they have been bullied in last 12 months (DWP/DfES) *September 2003 Framework 3.2.5 – Pupils' freedom from bullying, racism and other forms of harassment (S10 judgment 3.5) (JAR Indicator)

High level outcomes from the DFES Outcomes Framework	Aims from the Outcomes Framework	Indicators from the Outcomes framework document or the JAR inspection guidance are starred.
4. Making a positive contribution	<p>Develop positive relationships and choose not to bully or discriminate</p> <p>Engage in decision making</p> <p>Develop self confidence and successfully deal with significant life changes and challenges</p>	
5. Having Supportive Families, Friends and Communities	<p>Develop positive relationships: in the home, in schools, in the community.</p> <p>Tackle challenging behaviour.</p>	<p>*Children are encouraged to report bullying and discrimination. (JAR Indicator)</p> <p>*September 2003 Framework 3.2.5 – Pupils' freedom from bullying, racism and other forms of harassment (S10 judgment 3.5) (JAR Indicator)</p>

7. Developing a city-wide anti-bullying culture/context

7.1 We are identifying five cross cutting strands for the Coventry strategy:

- a) **Participation** – this underpins everything else – especially by children and young people
- b) **Prevention** - including a focus on relationships and ethos, attitudes and values
- c) **Support** for the children/young people experiencing bullying
- d) **Working with** the children/ young people who bully others
- e) **Partnership** – working together to support anti-bullying work in other settings

7.2 The issues

- Fear of bullying is one of the biggest concerns for children and young people in Coventry.
- Responsibility for tackling bullying has not been explicitly spelt out across the city.
- Tackling it needs strong, dedicated leadership, support and commitment at the highest level.
- The fact that bullying is unacceptable and will not be tolerated has not been clearly and consistently spelt out across the city.
- Insufficient importance has been placed on bullying for it to be any one person's work focus, so responses have been uncoordinated and fragmented.
- We need a balanced strategy:
- Prevention + support for the victims + working with the bullies.
- Schools are key to tackling this issue – but this is not just a schools' issue.
- We need to engage with a broad range of partners. And then build consensus that 'we are all in this together'
- We should bring bullying out into the open, creating a 'telling' city.
- Children, young people and parents need to be able to 'tell' in confidence and in ways that they find helpful.
- When telling takes place, action should follow.
- Bullying hasn't been brought out into the open sufficiently for us to be sure of the scale of the problem.
- Monitoring/ reporting has not been taking place in a clear and consistent way.
- We should be collecting information about the scale of the problem, to be able to monitor the situation in a clear and consistent way, across the city – in order to inform practice.
- Anti-bullying work is the business of many city council departments and services, the Police, Neighbourhood Wardens, PCT and agencies across all sectors. The need for more coherent, co-ordinated provision has become apparent.
- There are lots of anti-bullying initiatives taking place but the problem is not reducing.
- There is no agreement about which approaches have the best chance of succeeding. We should identify the preferred Coventry approaches and programmes and aim to deliver these across the city.
- Many of the anti-bullying initiatives that are taking place are externally funded, short term and only operating in defined geographical areas.

- Legal responsibility has not been explicitly communicated and 'owned'.

7.3 Charter of Principles

Tackling bullying requires a high profile, fully participative, partnership approach across all relevant agencies and we will seek to get agreement from all relevant partners to the following:

Charter of Principles

- Bullying of any young members of the community, whether in schools or outside of them, will not be tolerated
- In our approach to tackling bullying we will demonstrate our commitment to young people by ensuring that young people participate in all related activities:
 - development, implementation, monitoring and amending of this strategy
 - participation in research
 - actively involved in all courses and events
 - promoting and delivering Anti-Bullying work in schools
 - sharing good practice
- Coventry City Council will actively work in partnership with schools, parents, communities, other agencies and providers to create a fair, just and violence free city
- All members of the school community have the right to feel valued, equal and respected and able to come to school and participate without fear
- It is the responsibility, not only of the school community, but society as a whole, to do everything in its power to eradicate bullying
- Bullying needs to be brought out into the open and we will seek to ensure the recording and reporting of bullying incidents – as with racist incidents
- We will not knowingly collude to hide information about incidents of bullying
- We will seek to implement a strategy which is singularly distinctive to Coventry and which reflects Coventry's individual priorities
- It is our intention that the law in relation to bullying is known and upheld by all agencies and individuals in Coventry

7.4 Young People's Charter of Rights

At CYPSP on 23rd March 2006 a group of young people invited the membership to sign up to the following:

Anti-Bullying Charter of Rights

- ⇒ I have the right to be treated the same as everyone else: nicely, kindly, and fairly
- ⇒ I have the right for no one to be unkind to me because of my colour or religion
- ⇒ I have the right to work in a safe place, where there is no bullying
- ⇒ I have the right not to be picked on
- ⇒ I have the right to speak to my teacher or someone else I trust about something that is bothering me
- ⇒ I have the right to speak out and be listened to

7.5 Actions in support of the relevant Every Child Matters aims

<i>ECM and JAR outcomes and indicators</i>	<i>What actions will we see in place in Coventry to support the identified outcomes and Indicators?</i>	<i>Practice to support the indicators</i>
*Children and young people who are the victims of bullying and harassment are given support	<i>Children and young people are able to access relevant support e.g. counselling.</i> <i>Training for teaching and non-teaching staff in schools re the issues, to enable the provision of better support.</i>	<i>Counselling provision is in place – currently this is via the Street Pals project located in Time For You (Relate) funded through the Children's Fund.</i>
*Clear policies on combating bullying and harassment are implemented and monitored.	<i>Children and young people are safe in school.</i>	<i>School guidance tightened up, supported by training and in school support from Services for Schools and Learning and Behaviour Support Service.</i>
*There is regular monitoring, including by senior officers and elected members, of incidents of bullying and harassment.	<i>Anti-Bullying is championed at strategic level by nominated elected member and officers of the city council.</i>	<i>Young people to invite elected members to adopt this role and then young people to nominate their preferred champion, who will receive regular reports on the progress of the strategy.</i>
*% 10-19yo admitting to bullying another pupil in last 12 months *% 11-15yo who state they have been bullied in last 12 months (DWP/DfES)	<i>Bullying is handled by all agencies with openness and rigour.</i>	<i>Procedures for monitoring of bullying incidents in place and reporting to be a requirement placed on all providers. Commitment written into the Charter of Principles.</i>
*Children are encouraged to report bullying and discrimination.	<i>Children and young people are able to raise their concerns in confidence.</i>	<i>Development of a range of methods to enable children to tell in ways that they find most comfortable.</i>
*Clear policies on combating bullying and harassment are implemented and monitored. % 10-19yo admitting to attacking, threatening or being rude due to skin colour, race or religion (HO)	<i>Children and young people are safe in the community.</i>	<i>Work to be undertaken with community based workers to enable them to support the implementation of the strategy.</i>
Staying Safe	<i>Children are equipped to protect themselves.</i>	<i>Children and young people are able to access self protection courses and advice.</i>

<i>ECM and JAR outcomes and indicators</i>	<i>What actions will we see in place in Coventry to support the identified outcomes and Indicators?</i>	<i>Practice to support the indicators</i>
		<i>Included in the PSHE curriculum.</i>
<p>*Clear policies on combating bullying and harassment are implemented and monitored.</p> <p>*There is risk assessment of the vulnerability to abuse and bullying for children and young people placed in residential settings and this is reviewed on a regular basis.</p> <p>*September 2003 Framework 3.2.5 – Pupils' freedom from bullying, racism and other forms of harassment</p>	<i>Children from vulnerable groups are given special consideration and support.</i>	<i>We are already aware that certain groups of children are having a particular problem with bullying: LAC; young carers; ASR youngsters. Monitoring of incidents will take particular account of ethnic background and life circumstances of the children and young people to enable us to be better informed of where additional support will be needed.. We will attempt to match community- based initiatives to the neighbourhood profile, and support to the needs of the individual.</i>
<p>*September 2003 Framework 3.2.5 – Pupils' freedom from bullying, racism and other forms of harassment</p> <p>*Children are encouraged to report bullying and discrimination.</p>	<i>Schools are accountable for the protection of their pupils from bullying.</i>	<i>Recording and reporting of bullying incidents to be a requirement on schools. Responsibility clearly defined re central collection and oversight of the information gathered.</i>
Making a positive contribution	<i>Children and young people are involved in delivering anti-bullying services</i>	<i>There is already a range of peer lead approaches in place across the city. Need to identify the preferred approaches and promote these wider. Need also to look at a participation strategy to run in parallel with the strategy.</i>
Making a positive contribution	<i>Strategies are identified with pupils to achieve this protocol.</i>	<i>Consultation with children and young people to be in place in parallel with the development of this strategy, and mechanisms and training in place for children/ young people to monitor the impact of the roll out of the strategy.</i>

Making a positive contribution	<i>Pupils involved with providing support to their peers in school.</i>	<i>There is already a range of peer lead approaches in place across the city. Need to identify the preferred approaches and promote these wider.</i>
Having supportive families, friends and communities	<i>Families know how / where to voice their concerns and know that these will be listened to and taken seriously.</i>	<i>Work to be undertaken with parents to identify preferred methods for 'telling'. Agree who will be the recipient of the parents' concerns.</i>
Having supportive families, friends and communities	<i>Children are able to make positive, respectful relationships.</i>	<i>Look at the relationship programmes and choose the preferred approaches and promote these wider via training and in school support.</i>

7.6 Actions to be taken to address the identified issues

What is the issue?	Action to be taken	Lead	By when	Resources needed
Bullying is one of the biggest concerns for children and young people in Coventry	Participation of children and young people in identifying the responses that they consider appropriate.	MAGIC; with Your Turn and Children's Champion.	Participation will be an ongoing aspect of this strategy. We will 'kick start' the process via a Young People's conference to be held in Anti-Bullying week on 21 st November 2005.	£5,000 from Children's Fund, and Community Safety.
The fact that bullying is unacceptable and will not be tolerated has not been clearly and consistently spelt out at a city level.	<p>Participation and sign up to the 'Charter of Principles' by all key players will be sought. This to be presented by, and signed in the presence of the children and young people who have taken part in its development.</p> <p>All key stakeholders will be invited to take part in defining the way forward – strategically, and in each setting and neighbourhood.</p> <p>Meetings to be held with <i>BEST teams</i>, Neighbourhood Wardens, <i>Governors</i>, <i>Youth teams</i>, <i>CaFES</i>, <i>Residential care workers</i> others to promote the strategy and to underline the importance now being accorded this issue.</p>	<p>Elected Member 'Champion' – Councillor Chater</p> <p>Stella Manzie</p> <p>CYPSP</p> <p>ABS Group</p>	<p>Development of the Charter of Principles with children and young people January – February 2006.</p> <p>Sign up to the Charter of Principles March 2006 CYPSP.</p> <p>Meetings with key stakeholders from early November onwards.</p>	<p>Time of the workers taking part.</p> <p>Some funding may be needed for the work on developing the 'Charter of Principles', including design and production costs.</p>
Responsibility for tackling bullying has not been explicitly spelt out at a city level.	<p>Elected member nominated to champion the issue.</p> <p>Children's Services officer(s)</p>	<p>Request made to Councillor Chater by the young people.</p> <p>Allen Torrance.</p>	<p>November 2005</p> <p>November 2005</p>	No extra resources needed, except to support the involvement of Coventry University. If this goes ahead, the

What is the issue?	Action to be taken	Lead	By when	Resources needed
	<p>nominated in relation to LAC</p> <p>CYPSP via the BIG Work stream. We will explore the possibility of subjecting the implementation and outworking of this strategy to external scrutiny by making ourselves accountable to the NRF evaluators and to a scrutiny panel of young people.</p>	<p>Stella Manzie.</p> <p>Sue Sampson.</p>	<p>To take immediate effect.</p> <p>Discussions to be concluded by March 2006.</p>	<p>resources needed for this, will need to be clarified and found</p>
<p>High Profile launch of this new strategy</p>	<p>High profile media campaign/ / Profiling the work as a city-wide/ multi-agency/ everybody initiative.</p> <p>Identify the resources that are available to support this.</p> <p>Establish a working group around this issue, including the CYPSP media person and the CST publicity person, <i>young people (could it be part of a relevant curriculum package and be taken on by a school or group?)</i> Involve Young Voice – the West Midlands Anti-Bullying Alliance lead organisation to bring in their experience from the Birmingham launch.</p>	<p>Paul Hargrave/ Deborah Martin-Williams, volunteer from the ABS group needed to lead on this aspect.</p>	<p>Spring 2007 and Spring 2008</p>	<p>£15,000</p>
<p>Insufficient importance has been placed on bullying for it to be any one</p>	<p>Funding secured for appointment of Anti Bullying Strategy Manager.</p> <p>Put together job</p>	<p>Recruitment process Via the ABS Strategy group once funding is identified. Sue</p>	<p>Funding to be negotiated and pursued during January – March 2006.</p>	<p>£60,000 per annum - from NRF for the first two years.</p>

What is the issue?	Action to be taken	Lead	By when	Resources needed
person's work focus, so responses have been uncoordinated and fragmented.	description for the Anti-Bullying Strategy Manager. Identify location and management arrangements. Recruit. – with children and young people's involvement.	Sampson to do initial work on this.	Work on the job description, Single Status and M&A aspects to be concluded by mid February 2006 Advertise May 2006 In place 1 st July 2006.	
Bullying hasn't been brought out into the open sufficiently for us to be sure of the scale of the problem. Accountability has not been clear. Monitoring/ reporting has not been taking place in a clear and consistent way.	A requirement will be placed upon schools to report their level of bullying. We will be looking to extend the electronic 'SLEUTH' system being used at Sidney Stringer and President Kennedy schools (a system for monitoring all incidents of unacceptable behaviour) into all secondary schools – and, if appropriate into the primary schools later. Regular reports made to the elected member 'Champion'. Ways of enabling children/ young people to be involved in monitoring the bullying reports will be developed and put in place.	Andy Walmsley/ Tim Gill ABS Manager. MAGIC/ Sheila Bates.	SLEUTH Phase 1 – President Kennedy and Sidney Stringer: Summer 2005 Phase 2 – BIP Schools: Autumn 2005. Phase 3 – Other secondary schools: mid 2006 Phase 4 – Other primary Schools: Early 2007 Starting in January 2006 in relation to the BIP schools where SLEUTH is operating.	BIP funding @ £595 (primary) / £1404 (secondary) per school + £60,000 to put SLEUTH into the non-BIP schools. Thereafter £20,000 per annum for the licence renewals. <i>(from schools' budgets?)</i>
There is no agreement about which approaches have the best chance of succeeding. (See below for	We will continue collecting up information about all of the things being piloted, locally, and will link in with the Anti-Bullying Alliance to	Initially Sue Sampson/ Martin Manby and the Preferred Approaches Panel.	Initial exploratory meeting to take place in November 2005. The panel will meet to look at preferred	Involvement of external evaluator will be paid from Children's Fund.

What is the issue?	Action to be taken	Lead	By when	Resources needed
expansion of this point)	<p>keep abreast of best-practice nationally. We will put in place an expert advisory panel through which new approaches will be passed. We will create a menu of preferred approaches to be disseminated across the city. We will create a resource library of information about anti-bullying work across the country/ Europe/ USA.</p> <p>We will involve children/young people in the process of identifying 'What Works?'</p>		<p>approaches for anti-bullying programmes 23rd February 2006.</p> <p>During Anti-bullying week SHADOW is holding a workshop at Elm Bank for teachers and school staff to share ongoing good practice. The aim of the session is to give schools the opportunity to share positive approaches, resources and good practice which will allow attendees to apply them to their schools which will contribute to a healthier Coventry.</p>	
Many of the anti-bullying initiatives that are taking place are externally funded, short term and only operating in defined geographical areas	Preferred Approaches identified via the process above will be recommended to schools across the city; will be included in BEST/ BIP arrangements; people from statutory services will be trained to implement these; and they will be considered favourably in the commissioning of Children's services.	Preferred Approaches Panel. ABS Manager.	Ongoing.	ABS Manager to have an annual budget of £10,000 to support programme dissemination and implementation.
Children, young people and parents need to be able to 'tell' in confidence and in ways that they find helpful. (See below for	<p>Need to look at in-school and out-of-school methods for 'telling'.</p> <p>Annual pupil attitude surveys (e.g. the Leicestershire questionnaire</p>	<p>ABS Group to lead on this initially.</p> <p>ABS Manager once in place.</p>	Initial discussion to be scheduled in January 2006.	To be identified once we are clear about what is possible.

What is the issue?	Action to be taken	Lead	By when	Resources needed
expansion of this point)	<p>model) to be explored – with very specific information being collected about the scale of bullying.</p> <p>We will explore the possibility of establishing Bullying Reporting Centres like the Racial Harassment/ Hate Crime Reporting Centres being established through the Community Safety Team.</p> <p><i>(Could these be tied in with BESTs/ FSES/ Children's Centres/ Youth Clubs and Children's Clubs/ LAC residential settings?)</i></p> <p>Text reporting will be considered.</p> <p>Bullying help-line to be explored.</p>			
Insufficient attention paid to acknowledging the particular expertise of different organisations.	<p>Partnership working will be enhanced. A pilot project will be implemented with support from amongst the following: Coventry University's Peace Studies Department, Coventry Cathedral's schools' team, Mediation and Parent Support Service, CaFES; Services for School and Coventry Peace House to train workers from a range of agencies in conflict resolution and to train young people</p>	<p>ABS Group to lead on this initially.</p> <p>ABS Manager once in place.</p>	<p>Initial meeting to kick-start the planning for the Peace Partners Training to take place early December.</p> <p>Implementation of this in Spring 2006.</p>	<p>Still to be clarified.</p> <p>We know that we will need funding for the involvement of Coventry University and MAPS – but have not yet quantified what this will be.</p> <p>Around £50,000 secured from NRF and Children's Fund to support the training.</p>

What is the issue?	Action to be taken	Lead	By when	Resources needed
	<p>as 'Peace Partners'.</p> <p>Developing this strategy has brought workers together across departments and has resulted in some new joint work. Training is being delivered to staff in residential units by the Secondary Behaviour Support Service, thereby addressing a concern raised by CSCI in a recent inspection.</p>			

7.7 What works? : Identifying preferred / promising approaches

There are many creative workers in Coventry and a wide range of approaches and programmes have been developed (see Appendix 2). These have been mapped against Every Child Matters Outcomes. Further work will be needed on these as, although we can apparently congratulate ourselves that we have a good match with the ECM outcomes, we don't know the scope/ reach of the various activities (i.e. how much of the city is being reached by the activities) - neither do we know which ones are proving most effective, nor which ones children and young people find most effective. Also, quite a few of them rely on additional funding for their delivery. Whilst we don't want to suppress the individual creativity of workers, we need to have a way of identifying 'What Works?' and then look at how we can roll out the successful approaches more widely.

As part of the strategy we will continue collecting up information about all of the things being piloted locally, and will link in with the Anti-Bullying Alliance to keep abreast with best-practice nationally. We are exploring having some kind of expert advisory panel through which new approaches should be passed. Anti-Bullying Alliance has now formed a central research team who will develop an evaluation toolkit to help with this, and we will ensure that we link closely with this development.

Ideas/information/training will be available to the schools in relation to what works – provision of tools, resources and advice. A library of resources is already being compiled.

We will be seeking to identify best practice in relation to:

- Support available to the children/ young people experiencing bullying
- Working with children/young people who bully others
- Attitudinal work with parents
- Community based anti-bullying work
- Peer support programmes
- Initiatives that will change societal attitudes, in particular changing the views of the parents, the role models for the young people

7.8 Coventry is a 'telling city' needs to address the following

- Creating an environment and reporting methods where children/ young people can 'tell' in confidence – bringing bullying out into the open. We need to bear in mind that children may not want to tell the police/ teachers/ parents and need time to tell and trusted people to tell.
- The full participation of children and young people in identifying their preferred methods will be essential.
- Pupils ashamed / frightened to admit to being bullied.

- Pupils unsure what to do or who to talk to.
- Pupils worried by consequences of speaking out.
- Pupils' previous experience of "telling" was negative as no one "listened" or responded.
- Peer group pressure/collective responsibility is either a roadblock or a potential solution.
- We may want to adopt Leicestershire's Child friendly definition and strap-line which says:

**Several
Times
On
Purpose**

**Start
Telling
Other
People**

7.9 Young people's recommendations about what should be done to address bullying

The "What Could We Do to Prevent Bullying?" questionnaire exercise carried out in October 2005 received responses from over 600 children and young people to these questions:

- 1) What four things could we possibly do to stop bullying in schools?
- 3) What four things could we possibly do to stop bullying outside of schools?
- 4) What four things could we possibly do to help children and young people who are being bullied?
- 5) What four things could we possibly do to help people who bully other children and young people?

The findings of the Anti-bullying questionnaire were as follows:

- The highest number of responses suggested **Punishment** to stop bullying in schools
- The highest number of responses suggested **Security** to stop bullying outside of schools
- The highest number of responses suggested **Being a Good Friend** to help children and young people who are being bullied
- The highest number of responses suggested **Support** to help people who bully other children and young people

8. Dealing with Bullying in schools

8.1 Lessons from the research : Where does bullying occur?

Primary pupils are most likely to be bullied at school during normal school hours. National research revealed 70% of bullying incidents took place in the playground. With other problem areas being as follows:

Where the incident took place	%
Playground	70
Classroom	16
Dining room	6.0
Corridors	5.0
Cloakrooms/ Changing rooms	2.0
School bus	1.0

According to national research **Secondary students** are still most likely to be bullied in the playground but there are other "hotspots" both inside and outside school.

Where were you bullied?	%
Playground	26.2%
Class	16.6%
Walking home from school	16.2%
Corridor	13.5%
Toilets	9%
Bus	6.9%
In the community	6.9%
Other	3.9%

8.2 Lessons from the research : When does bullying occur?

Primary pupils were asked when were they bullied. The responses were:

When were you bullied?	%
Playtime	49%
Lunch break	29%
Lesson time	11%
After school	8%
Before school	3%

8.3 What works? : Whole school preventive strategies

There is now a broad consensus that the most effective way to tackle bullying in school is to adopt a 'whole school' approach. There is less bullying in schools where it is regularly discussed and consistently condemned. Schools must act quickly and firmly to eliminate bullying. This means involving all staff members, parents and pupils in the creation of policies and an environment in which 'telling' is positively encouraged. Pupils with special educational needs and those from ethnic minority groups should certainly be involved in the drafting of policies, as they are particularly vulnerable to bullying.

Schools use a range of preventive strategies to deal with bullying. These include addressing bullying through the curriculum via PSHE and Citizenship, Circle Time or the tutorial system, as well as other strategies, such as peer support initiatives and school councils, which can help create a whole school anti-bullying ethos. Further information about effective strategies can be found in the Anti-Bullying Alliance's publication *Making schools safer using effective anti-bullying strategies* (available at www.ncb.org.uk/aba).

8.4 Issues for schools

The attitude of the school makes a great deal of difference.

Each school needs to consult with students to identify the situation in their school. Equally important is to identify how limited resources can be deployed at these times to make certain locations safer.

The location of bullying incidents in each individual school will have a major bearing on the school's response. Where are each individual school's "hotspots"? What can be done to make these areas safe? As a general rule the level of adult supervision has a direct bearing on levels of bullying.

It is still the case that schools can place the blame on the victim for certain types of their behaviour or background believing that this evokes others to bully particular children.

Children need to have support networks within schools where they can go to for help, where some one will listen and act on the information given, and provide information and advice regarding bullying.

8.5 Supporting schools to enable implementation of this strategy

Services for Schools are updating the guidance to schools 'Making School a Safer Place to Learn 2005' which gives guidance on dealing with bullying and harassment involving pupils. Training will go alongside the distribution of the guidance.

Additional 'weight' will be given to the anti-bullying work in schools via a range of recent government initiatives:

1. SEAL Primary Strategy has an emphasis on anti-bullying.
2. The National Secondary Strategy and the requirement placed on schools to carry out an annual self-assessment has an emphasis within this on anti- bullying.
8. The Health Promoting Schools Scheme requires schools to develop a range of approaches that support an anti-bullying environment. Key theme 'Safety' includes work on anti-bullying strategies. Second key theme of 'Emotional health and well being' helps schools develop activities and strategies to raise self esteem and promote personal and social skills.
4. In addition, in Coventry

A good idea!!

It has been suggested that we look at developing a local award scheme for schools, along the lines of the Health Promoting Schools award. We will explore providing an incentive and shifting the emphasis to something positive, something for the schools to achieve in return for tackling bullying.

It will be explored whether we award individual schools or neighbourhood clusters for their willingness to work together to tackle bullying as a neighbourhood grouping.

5. Ideas/information/training available to the schools in relation to what works – provision of tools, resources and advice.

It was felt that with the information outlined above we probably have already got the school based strategy in place. i.e. to encourage all schools to develop a whole school approach to tackling bullying, with the pupils and other key stakeholders being encouraged to be actively involved in the development of the strategy at each school. The school based strategy to include a containment of bullying, in parallel with educating against bullying. Also to include an emphasis on creating positive environments/ healthy school ethos/respect.

8.6 School Policy

To bring the schools in line with the city strategy their policy should be mindful of the five overarching principles of:

- a) **Participation**
- b) **Prevention**
- c) **Support** for the victims
- d) **Working with** the children/ young people who bully others
- e) **Partnership** – working together to support anti-bullying work in other settings.

a) Participation

- Start from the pupils' experiences to find the key areas to be addressed.
- Policy explicitly states the rights of all members of the school community through an anti-bullying charter or statement.
- Consult with parents/carers and pupils to develop a school anti-bullying policy that is clear and responsive.
- Participation of children and young people as developers of school policy and as deliverers of support.
- Involve all staff (including all support staff) in the development of the anti-bullying policy so that the policy is used consistently.
- Produce a 'child-friendly' version of the policy that enables access to the information by all pupils and have time put aside for discussion and explanation of the policy in class.
- Communicate regularly with parents/carers on the issue of bullying.
- Share the school policy on anti-bullying with parents/carers, including providing their own explanation that is accessible for all parents/carers.
- Make sure that there are ways that parents/carers can correspond with the school so good relationships and effective communication between home and school can flourish.

b) Prevention

- Clearly explained, consistent, agreed approach to be taken by staff when bullying occurs.
- Have the children's version of the policy prominently displayed in potential problem areas e.g. toilets, playgrounds.
- Clear system of monitoring and evaluation to be built into the policy.
- Emphasis on positive relationships within the school.
- See the strategy as a means of creating positive experiences and environments for children and young people i.e. what would make a bully-free environment?

c) Support for the children/ young people experiencing bullying

- Highlight action pupils should take if bullied or experiencing bullying situations.
- Define responsibilities of all staff, governors and pupils.
- Identify partner agencies that can provide specific support to the victims of bullying and refer to them if needed.

d) Working with the children/ young people who bully others

- Policy should balance proactive and reactive strategies to address bullying.
- Sanctions should be clearly defined.

e) Partnership – working together to support anti-bullying work in other settings

A good partnership idea!!

We have identified a strand that would give uniqueness to the Coventry Strategy. We have made a link with Coventry Cathedral and will be aligning the strategy to the theme of 'Peace and Reconciliation'.

This would involve training peer mediators in conflict resolution in each of the schools to be Peace/ Conflict Resolution Partners. If the funding is available we will seek to work in partnership with Coventry Cathedral, Coventry University, Children and Family Education Service, Youth Service, Services for Schools, Coventry Peace House and the Mediation and Parent Support Service.

8.7 Monitoring checklist

- Is the school a "Listening and Telling school?"
- Do opportunities exist and are systems in place for students to express concerns and issues? e.g. Does the school have a positive ethos which values the views of the whole school community?
- Are incidents of bullying recorded and reported?
- Is there an effective School Council?
- Are there appropriate systems of Peer Support?
- Does the curriculum give pupils opportunities to learn social and communication skills to develop positive relationship both inside and outside the classroom?
- Do we ensure that the issue of bullying is addressed as part of the curriculum.
- Have we proactive strategies in the classroom that encourages children to work with various children in different groups on a regular basis.
- Consider the issue of adult supervision outside of lesson times, both inside the school and around the school grounds.
- Provide any relevant training for all staff including approaches to working with both bullies and victims that takes into account how the pupils in either role are feeling.
- Research clearly shows that resources should be focused at playtime and lunchtime - the time where the majority of incidents take place:
- Lunchtime supervisors and support staff to receive Anti-Bullying training.
- Review role of lunchtime supervisors regularly.
- Do some monitoring and observation of your playground and school grounds in general. Are there any 'hot-spots'? Are the school grounds a welcoming environment that children take pride in?
- Develop play policies that take account of bullying research.
- Give children opportunities of participating in varying, interesting activities at play and lunchtimes.

9. Addressing bullying in the community?

9.1 Why schools cannot tackle bullying alone.

- The evidence gathered from surveys of young people carried out by Young Voice show that schools are often an 'oasis of calm' compared to the surrounding neighbourhood and the journey to and from school.
- Links between bullying and other risky activities spill beyond school and conversely enter school from home and neighbourhood. 44% of young people who were bullied, were bullied on routes to and from school and in open spaces.
- An 'At Risk' group derived from a study of over 2000 young people showed that the young people within this category were twice as likely to have been bullied severely as young people not considered 'At Risk'.
- The few class A drug users were 50% more likely to have been badly bullied than other respondents
- Two-thirds of those who said they bully others were found to be in the 'At Risk' group.
- Evidence from crime statistics: The peak time for youth crime is thought to be between 3pm - 6pm. Robberies perpetrated against school aged victims showed that 54% of the incidents took place between 2pm – 6pm. There is a high rise in homophobic bullying attacks after 4pm suggesting a link with the ending of the school day. Afternoon and evening are the hours when young people are most likely to experience phone theft.
- The effects of violence and parenting styles at home: Research suggests that parenting style is a significant factor. Violence at home is also very significant – both in the lives of bullies and victims. Young people often learn racist attitudes at home.
- Neighbourhood attitudes to young people: Young people often experience negative attitudes towards themselves from neighbours, fuelling poor relationships within the community.
- Major events in the news: 9/11, the London Bombings etc have led to a rise in Islamophobia and the bullying of young people perceived to be Muslim.

Schools cannot counter all of these influences without community support.

9.2 Community Actions

We are advocating that schools could be supported within a multi-agency and community 'cluster', dedicated to the long-term pursuit of bullying prevention.

Important within this will be gaining a shared understanding of strategies that are being employed in the schools so that, where appropriate these can be reinforced in the community (e.g. Conflict resolution training for school based staff could be opened up to workers from other disciplines – Neighbourhood Wardens, Police, youth workers). Issues that arise within the community could be addressed within the school e.g. through the Citizenship curriculum – with inputs coming from community based workers.

If a key strand of the overall strategy is creating a 'telling city' children and young people need to know how and where they can 'tell' outside of schools and they need to know that telling will result in action.

10. Action Plan

<p>April to October 2006</p>	<ul style="list-style-type: none"> • Appointment of the Anti-Bullying Strategy Manager. • Seek high level, multi agency commitment for this strategy, including from CYPSP. • Get sign up to the Charter of Principles. • Work with lead elected member and lead officer(s) so that the strategy is championed from the top. • Develop training for schools. • Develop training for workers including non-school based staff e.g. Neighbourhood Wardens. • Launch of the Peace Partners training programme. • Identify other 'key partners' who we need to be working with and seeking to engage them in the implementation of the strategy e.g. Victim Support, NSPCC, Relate. • Phases 1 and 2 of the monitoring infrastructure in place.
<p>November 2006 to March 2007</p>	<ul style="list-style-type: none"> • Identify ways in which we can best involve parents in the implementation of the anti-bullying strategy. • Conduct extensive consultation with whole community. • Reporting Centres/ telling arrangements in place. • Media campaign to give this strategy a city wide high level launch. • Identify, share and promote good practice locally and nationally. • Peace Partners Training rolling programme starts with the first two cohorts of workers and the first cohort of young people. • Phases 3 and 4 of the monitoring infrastructure in place. • Network (locally & nationally).

<p>April to October 2007</p>	<ul style="list-style-type: none"> • Roll out the media campaign – across the city, and using a range of approaches. • Seek funding to expand the successful initiatives to other parts of the city. • Promote safer schools and communities by changing attitudes of the wider community, to share responsibility for creating a violence free society. • Peace Partners Training rolling programme continues. • Phases 5 and 6 of the monitoring infrastructure in place.
<p>November 2007 to March 2008</p>	<ul style="list-style-type: none"> • Peace Partners Training rolling programme continues. • Evaluation of the training pilot reports. • Conference to celebrate the strategy's successes – planned and organised with young people. • Funding secured for the ongoing support of the Anti Bullying work.

11. Reporting on the Strategy

Direct line-management responsibility for the Anti-Bullying Strategy Manager will be via named Policy Officer within Strategic Services in the Children, Learning and Young People's Directorate.

The Anti-Bullying Strategy Development Group will be formally reconstituted as the Anti-Bullying Partnership and this will be the group which will steer the project and to whom the Anti-Bullying Strategy Manager will report on a regular basis. It is considered vital that this kind of broad composition is maintained into the future, to carry through the underlying commitment to the principle that 'We are all in the fight to tackle bullying together'.

Its current composition is as follows:

- Children's Champion
- Services for Schools: Head of Special Education
 Head of Support Services
 PSHE, Equalities and Citizenship Adviser
 Head of Minority Group Support Services
- Social Services LAC link officer
- Community Safety Team (Anti-Social Behaviour Officer and Hate Crime Officer)
- Children and Family Education Service Manager
- BEST/BIP Officer
- Your Turn, Common Purpose
- CYPSP Manager
- Youth Service Manager
- CAMHS Primary Mental Health Team member
- Coventry Cathedral schools' team rep
- User Involvement Officer (parents and carers)
- Coventry University – Faculty of Peace Studies rep
- Coventry Peace House rep.

Reports will be made to Cabinet, Crime and Disorder Reduction Partnership and to CYPSP.

A children/ young people shadow board will also be in place to receive reports and to steer the work.

Useful Contacts and Web Sites Appendix 1

ChildLine

www.childline.org.uk

Free 24 hour telephone line for children and young people: 0800 1111

NSPCC

Helpline: 0808 800 5000

www.there4me.org.uk

The Children's Legal Centre

www.childrenslegalcentre.com

Tel: 01206 872466 (Administration/ Publications)

Tel: 01206 874807 (Education Law and Advocacy Unit)

Education Law Advice Line: 0845 456 6811

The Parent and Carers Council

Tel: 07968 857598 / 07870 688973 / 07946 683 556

E-mail: sue@parentcarercouncil.co.uk, jane@parentcarercouncil.co.uk, or parentsc@aol.com, or www.parentcarercouncil.co.uk

Parentline Plus

Tel: 0808 800 2222

www.parentlineplus.org.uk

Kidscape

Helpline for parents: 08451 295 204

Anti-Bullying Alliance

Further information about effective strategies can be found in the Anti-Bullying Alliance's publication *Making schools safer using effective anti-bullying strategies* (available at www.ncb.org.uk/aba).

The West Midlands contact for the Anti Bullying Alliance is Adrienne Katz, Young Voice.

Contact: Adrienne@young-voice.org

www.young-voice.org/westmidlandsaba

Terence Higgins Trust (GYGL)

Tel: 024 7622 9292. Help-line number 024 7622 4090
www.tht.org.uk

Department for Education and Skills (DfES)

www.dfes.gov.uk/bullying
www.antibullying.net

ACE (Advisory Centre for Education)

www.ace-ed.org.uk

<http://www.bully-off.co.uk>

<http://www.actionwork.com/links.html#bullying>

<http://www.bully.org/links.html>

Journeys: children and young people talking about bullying

This booklet, the first publication from the Office of the Children's Commissioner for England, tells the real stories of ten children and young people who have experienced bullying. It also includes their tips for dealing with bullying, and an endnote by Al Aynsley-Green, the Children's Commissioner for England.

If you would like free copies of the booklet, please email spotlight@ncb.org.uk with a postal address and tell them how many copies you need. Alternatively, Journeys can be downloaded from: <http://www.anti-bullyingalliance.org/pdf/journeysa4.pdf>

Helplines for children and young people

Organisation	Phone	Times
ChildLine Free 24 hour telephone line for children and young people	0800 1111	24 hours
NSPCC Helpline	0808 800 5000	24 hours

Helplines for parents

Organisation	Phone	Times
ACE (Advisory Centre for Education) Independent advice for parents on all issues relating to state education in England and Wales.	0808 800 5793 exclusion line: 020 7704 9822	2pm-5pm Monday to Friday
Children's Legal Centre (National Education Law Advice Line) Offers information & advice to parents & carers in conflict with schools & LEAs.	0845 456 6811	9.30am-5pm Monday to Friday
Kidscape Helpline for parents, guardians or concerned relatives and friends of bullied children. Kidscape suggest that children experiencing bullying problems should ring Childline.	08451 205 204	10.00am-4pm Monday-Friday
ParentlinePlus Offers a free confidential helpline to parents & carers on all aspects of parenting. Also provides secure email helpline via the website.	0808 800 2222 Textphone: 0800783 6783	24/7
YoungMinds Parents Information Service. A free, confidential telephone service providing information and advice for any adult with concerns about the mental health of a child or young person.	0800 018 2138	Mondays and Fridays 10am-1pm Tuesdays, Wednesdays and Thursdays 1pm-4pm & Wednesdays 6pm- 8pm

Summary of the range of anti-bullying initiatives being used across Coventry – from the Audit responses

Support and training for schools on the development of policies and procedures

- Making Schools a Safer Place to Learn via Services for Schools.

Curriculum related anti-bullying initiatives

- **Working Together PHSE** (An 8 session rolling programme) delivered by the Children and Family Education Service (CaFES).
- **Feelings and Relationships**. (An 8 week rolling programme) delivered by CaFES.
- **Minorities Of Europe** – Swapping Cultures community cohesion project
- **R time (including R time for bullying) – relationships programme**
- **Victim Support materials** – workbook based programme with Victim Support providing the workbooks.
- **SHADOW**: Anti-bullying workshops have been delivered with Key Stage 3 pupils in mainstream education. These workshops develop strategies amongst young people (in peer groups, tutor groups, class groups) to manage bullying situations supportively.

1 to 1 work with children and young people

- **Street Pals – CaFES**
- One to one Counselling with children who are victims and perpetrators of bullying.
- **NSPCC Family Support Services**
- **Re-Unite Project – Connexions**
- **Locality Services (Family Support) - Social Services**
- **Coventry Youth Service**
- **Support to children in the care of the local authority – Social Services**

Groupwork

- **Sparkle Groups** (CaFES and Social Services)
Aimed at children who have low self esteem. The sessions encourage the children to build their confidence. Children talk about "happy happenings" – and this sometimes encourages children to talk about their bad feelings / moments. Where children talk about being bullied, this is further discussed with the child after the session. Children are encouraged to inform their class teacher / head teacher. Other issues covered include "confidentiality", "good & bad secrets" and "when they should share secrets with adult".

Advice and information

- **The Kids' Network (TKN) website.**
- **Coventry Youth Service – One Stop Shop**

Discussion based work

- **Cheylesmore Childrens' Club**
- **Holbrooks Children's Club**
- **Hillfields Play Centre Children's Club**

Within the sessions at the clubs issues have been covered such as what makes a good friend/bad friend, what makes us feel happy/sad. We have worked with the children and had discussion groups covering the issue of bullying and how to deal with problems, in and out of school, covering the subject of who to talk to and where to go for help and support. We have had sessions on how to cope and express feelings when children feel bullied or excluded from friendship groups. We are proactive as well as reactive.

- **Coundon Youth Club Lunchtime Project** is discussion led and looks at Social Growth and can be helpful to the young person who is 'bullying' or the young person who is being bullied. Look at how to communicate, how to listen, how to react in certain situations. Work with a max of 6 young people per session.

Designing out bullying

- **Working towards a quality playground at Moat House, St Patrick's, Henley Green, Deedmore.**

Project work

- **Hillfields Young People's Centre Injustice Project** has been running for approximately a year, the project's main focus has been racism, relationships with the police and bullying. The project has consisted of film and debates, discussions, quizzes, which lead to young people making a CD and music video.
- **The Media Mania Project, The Venny**
- We are currently doing a video project around bullying. We have worked for three weeks on this with a small group of girls, we plan to carry this on for four more weeks to have a finished edit.
- **Rap project**
- The organisation, PUNCH, explored with the young people their use of language and their attitudes, through rap music.
- **The NOW Project** - community based project work - has been working on an Anti-Bullying Campaign with the Junior Ranger's project with children from years five and six on environmental/citizenship projects to encourage young people to take an interest in their home and school communities. Circle time discussion about issues relating to bullying, including being a perpetrator and a victim. Drama and role-play activities, script writing and directing, which culminated in a video to raise awareness about bullying within the school and community.
- **4 C's.** At the start of the project the group participate in an activity of making a 'best friend' model, which shows what they think, is a good friend using drawings and words to describe characteristics of a good and bad person. From this activity the group make a group agreement (rules) for the project. We have also worked with Street Pals and Coventry Mind Vibes to do sessions on Bullying. Discussing what is a bully, and what to do if you are being bullied.

Peer Support Initiatives

- **Playground Pals.** This is running in various schools with support from the CaFES.
- **Peer Mentoring Group at Whitley Abbey.** Supported by the Youth Service.
- **Peer Mediation Programme – Barrs Hill School.** A peer mediation programme is being run at Barr's Hill school. This programme celebrates the mix of culture within the school, easing racial tension by promoting diversity. A group of year 9 students went through a six week programme learning how to mentor new international students and vulnerable year 7 students who may need support and guidance. Supported by the Youth Service.
- **Transition Peer Mentoring.** Helps young people with their transition from primary to secondary school. The peer mentoring project supports bullying issues by improving the school environment and relationships between year 7 and 8 pupils. The peer mentoring enhances and develops the social and emotional well being of young people in schools. Barrs Hill & Westwood in 2004/05 supported by the Youth Service.

Training

- Street Pals has delivered **anti bullying workshops** in the after school clubs; Summer Play schemes 2004, this will continue in summer 2005; delivering anti bullying workshops on the 4Cs project,
- The Street Pals has developed a **Personal safety programme.**
- **D RA Workshops.** 6 sessions aim bringing out the best in your children

Support for parents

- Provision is available via **Mediation and Parent Support Service and Parent Partnership Service.**
- Some case-work support to parents via **Services for Schools Division: Teaching and Learning Service & School Improvement Service**

Coventry Hate Crime Reporting Centres

Incidents of hate crime can be reported either to the Police or to reporting centres around the city. These reporting centres are not linked to the Police and all information is treated in confidence. All reported incidents (with the consent of the victims) are discussed by the Coventry Anti-Harassment Forum.

New Deals for Communities Office
The Old Health Centre, Hillmorton Road
024 7662 2964

Coventry Refugee Centre
15 – 16 Bishop Street, City Centre
024 7622 7301

Terrence Higgins Trust
10 Manor Road, City Centre
024 7622 9292

Neighbourhood Management North East (Foleshill)
Room F9, Enterprise House, Courtaulds Way
024 7668 8893

New Deals for Communities Wardens
3 & 13 Widdecombe Close, Henley Green
024 7662 2709

Neighbourhood Management South
Barley Lea House, The Barley Lea
024 7663 9534

Neighbourhood Management South
312a Charter Avenue, Canley
024 7678 5288

The Council of Disabled People (Warks & Cov)
Room 5, Koco Buildings, The Arches, Spon End
024 7671 2984

Swanswell Charitable Trust–Community Alcohol Service
Swanswell House, Norton Street
024 7622 6619

Minority Group Support Services (Coventry City Council)
Prior Deram Walk, Canley
024 7671 7800

Coventry University Students Union
Education & Welfare, Top Floor, Students Union
Priory Street
024 7679 5221

Neighbourhood Management North West (Phoenix)
31 Primrose Hill Street, Hillfields
024 7629 4429

Neighbourhood Management North West (Radford)
Radford Fire Station, Radford Road
024 7663 2123

Whitefriars Housing Office
Riley Square, Bell Green
024 7663 8201

Accord & Ashra Housing Associations
4 Longford Road, Longford
024 7666 7314

Whitefriars Housing Office
St James Lane, Willenhall
024 7630 4461

Whitefriars Housing Office
192 Torrington Avenue, Tile Hill
024 7649 6700

University of Warwick – Students Union
Welfare & Equal Opportunities Office, Rootes Building
024 7657 2778

Supporting People – Chace Guildhouse
Chace Avenue, Willenhall
024 7630 2694

Victim Support
Rockfern House, 25 Queens Road
024 7625 6956

Neighbourhood Management North East
4 Bay Tree Close, Wood End
024 7660 3074

Appendix 5

Members of the working group that produced this strategy:

Name	Organisation/ Role
Sheila Bates	Children's Champion
Martin Bonathan	Services for Schools – Head of Special Education
June Berrow	Social Services LAC link officer
Matt Collins and Stuart Hunter	Community Safety Team (Anti-Social Behaviour)
Kevin Crawford	Head of Children and Family Education Service and chair of MAGIC Sub Group of CYPSP
Aidan Every	Services for Communities/ Home Office BEST/ BIP developments
Linda Holmes	District Manager Children and Family Education Service
Ros Johnson	Your Turn, Common Purpose
Noreen Jordan	Secondary Strategy Consultant
Richard Keble	Manager CYPSP
Dave Knaggs	Head of Youth Service
Susan Leonard - Weston	CAMHS - Primary Care Team
Roger Lickfold	Services for Schools – Head of Support Services
Pete Longden	District Manager for Youth Service
Simon Monaghan	Coventry Cathedral

John McGinty	BEST/ BIP developments
Val Millman	Services for Schools – Senior Adviser
Alison Quigley	Community Safety Team (Hate Crime)
Dr Carol Rank	Coventry University – Faculty of Peace Studies
Dr Andrew Rigby	Coventry University – Faculty of Peace Studies
Sue Sampson	Children's Fund and Supporting Families Work Stream
Chris Shearsby	Head of Minority Group Support Services
Sandra Shipton	Services for Schools – PSHE and Healthy Schools
Balbir Sohal	Services for Schools – Citizenship and Equalities Adviser
Ann Thomson	CAMHS - Primary Care Team
Penny Walker	Coventry Peace House
Andy Walmsley	Excellence in Cities BEST/ BIP developments
Dr Andrea Wild	User Involvement Officer (parents and carers)