

Barnsley Metropolitan Borough Council

**Directorate for Children, Young People
and Families**

Anti-Bullying Strategy

2008 – 2011

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Purpose of the Anti-Bullying Strategy

The Anti-Bullying Strategy draws together the work of statutory, voluntary and community organisations currently involved in supporting settings where children and young people meet to take effective action both to prevent bullying happening and to respond appropriately when bullying occurs.

The strategy sets out a clear plan of action for the work of the Anti-Bullying Sub Group of Barnsley Safeguarding Children Board.

It also contributes to the Single Equality Strategy of the Council.

Context

The National Framework

Since 1994 when the DfEE published its first guidance to schools relating to bullying issues, further legislation and formal guidance has sought to reduce bullying and discrimination and Barnsley's approach to anti-bullying strategies is consistent with and builds upon this body of legislation and guidance including:

Safe to Learn: • Embedding anti-bullying work in schools (DCSF 2007)
• Cyber Bullying
• Homophobic Bullying
• Racist Bullying
• Children with Special Educational Needs and Disability

The School Report: The experiences of young gay people in Britain's schools
(Stonewall 2007)

Bullying Today: Office of the Children's Commissioner 2006

The RESPECT Agenda (2005)

The Children Act (2004)

Every Child Matters: Change for Children (2003)

OfSTED HMI 463 Bullying: Effective Action in Secondary Schools (2003)

Tackling Bullying: Listening to the Views of Children and Young People (DfES 2003)

Bullying: Don't Suffer in Silence (2002)

The Race Relations (Amendment) Act 2000

The Special Educational Needs and Disability Act (2001)

The Human Rights Act (1998)

Barnsley Safeguarding Children Board's Child Protection Procedures

The Context in Barnsley

In Barnsley we are working hard to stop bullying and discrimination as these are important issues within our schools and communities. Although all schools, residential homes and out of school provisions have anti-bullying policies, children and young people remain concerned about bullying and discrimination. The Children's Services Scrutiny Commission Report (2006-07) based on a survey of 1030 children and young people indicated that 61% of primary pupils and 66.4% of secondary pupils think that bullying is a problem in schools. However in terms of

actual levels of bullying experienced by young people in Barnsley - 88% of primary pupils and 90% of secondary pupils stated they were not being bullied.
The strategy meets local priorities identified by the following:

- The Children's Services Scrutiny Commission Report (CSSCR) Session 2006 – 2007, "School Related Bullying in Barnsley"
- The recommendations from Serious Case Reviews
- Surveys undertaken with young people age 11-19 including: Young People's Crime Survey (2007), Youth Summit (2005), A Health and Lifestyle Survey (2006).

What is Bullying?

The term bullying is often misunderstood and interpreted in different ways by different people. As a starting point for action it is helpful to consider some of the published definitions of bullying.

(i) Don't Suffer in Silence, DfES 2000

Bullying is deliberately hurtful (including aggression), repeated often over a period of time and difficult for victims to defend themselves against. Bullying can take many forms, but three main types are: physical (hitting, kicking, taking belongings), verbal (name calling, insulting, making offensive remarks), indirect (spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages).

(ii) Anti-Bullying Alliance

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts we have heard from children and young people we consider bullying to be:

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or a group
- An imbalance of power leaving the victim feeling defenceless.

It is essential for settings to discuss definitions of bullying with children, young people, staff and parents to raise awareness and understanding of the issues and ideally develop their own definition of bullying which creates a sense of ownership.

Because of the differing interpretations of the term bullying, in Barnsley we believe that if a child/young person reports to an adult that they are being bullied this must be taken seriously with appropriate action as clearly outlined in the setting's anti-bullying policy.

Principles Guiding Anti-Bullying Work

Barnsley Metropolitan Borough Council, in its commitment to Safeguarding Children, recognises that children have a right to feel safe within their community and feel safe from bullying and the fear of bullying.

This strategy has been developed by the Anti-Bullying Sub Group of the Barnsley Safeguarding Children Board and contributes to the outcomes of Every Child Matters, specifically :

Stay Safe: safe from bullying and discrimination

Make a Positive Contribution: develop positive relationships and choose not to bully or discriminate.

The principles on which the strategy is based are as follows and in line with DCSF priorities and current research:

1. Ensuring a coherent, holistic approach to anti-bullying across Children's Services, which can include all agencies working with children, young people and families. This includes addressing bullying by staff or volunteers, by reference where necessary to disciplinary or LADO processes.
2. Encouraging Best Practice
3. Managing the use of Data
4. Maintaining anti-bullying as a key issue for settings to address as bullying is now regarded as a safeguarding issue
5. Children and Young People's Participation

1. Ensuring a coherent holistic approach to anti-bullying across Children's Services, which includes all agencies working with children, young people and families.

(CSSCR rec 12 & 15)

Current Position

Since 1 April 2006 anti-bullying issues have been co-ordinated by the Anti-Bullying Sub Group of the Barnsley Safeguarding Children Board, which is a multi agency group and includes representatives from a wide range of agencies including representatives from the Barnsley Children's Fund, Barnardos, Barnsley College, Directorate for Children, Young People and Families, NSPCC, South Yorkshire Police.

The Sub Group meets four times per year and reports directly to the Barnsley Safeguarding Children Board and targets relating to anti-bullying are detailed in the Safeguarding Board Action Plan. Any progress against the targets is monitored by the Quality Assurance Sub Group of the Safeguarding Children Board and reported to the Director of Children's Services and the Lead Member.

Next Steps

- To ensure that Barnsley networks stay informed and up to date about relevant national anti-bullying initiatives.
- To continue to support the work of the Anti-Bullying Alliance.
- To continue to work to the Action Plan as agreed with the Safeguarding Board.
- To ensure that agencies work together to share good practice.
- To investigate the viability and best practice in relation to establishing an Anti-Bullying Co-ordinator.

2. Encouraging Best Practice

Recommendations

- (i) ***Bullying should be given a higher profile in schools by inclusion in Citizenship and PHSE lessons, and that these lessons be available from an earlier age in all schools.***

(CSSCR rec 5)

Current Situation

- SEAL Curriculum being rolled out to all primary schools by the Behaviour Support Service.

From September 2007 the SEAL agenda/curriculum is being rolled out across secondary schools with nine of our schools making this a focus for development this year with the SEAL Steering Group giving particular support to those schools in the first tranche of Building Schools for the Future (BSF).

The DCSF expects the SEAL agenda to support anti-bullying work in schools.

- The Education and Inspection Act 2006 places a legal duty on all schools to make provision to tackle all forms of bullying.
- Barnsley College have a dedicated counselling team and bullying is included in their student code of conduct as gross misconduct.
- The National Healthy School Award/Emotional Health and Wellbeing Strand incorporates criteria which focus on the development and implementation of an anti-bullying policy and 80% of schools have achieved the Barnsley Bronze Award and 39% of schools have achieved the National Healthy School Status.
- An increasing number of schools are participating in Anti-Bullying Week (from a sample of 61 schools, 46 participated in 2006).
- The Barnsley Learning Support Network promotes anti-bullying activities in both schools and after school clubs as part of the National Anti-Bullying Week.
- REMEDI offers support to schools including delivering workshops and assemblies relating to bullying.

(ii) Schools to be pro-active in preparing pupils for transition at Year 6, with specific mentoring support for Year 7 students.

(CSSCR rec 6)

Current Situation

- Successful transition programme from Year 6 to Year 7 developed in the Dearne pyramid of schools.

(iii) The establishment of a network of support through school counsellors and peer mentors who can intervene on a phased basis to address the specific issues of victims and perpetrators.

To explore the opportunities for additional support for identified 'at risk' groups e.g. those with learning or physical disabilities, those from ethnic minority backgrounds and if police support is available for teachers and pupils, especially in cases where pupils are threatening or aggressive.

(CSSCR rec 7)

Current Situation

- 14 Barnsley schools already have access to on-site counselling provided by the NSPCC Schools Service and the Family Welfare Association. Counsellors can provide support to the victims of bullying but equally they can assist those young people who are bullying others to understand and change their behaviour.
- In Greenacre School the NSPCC Schools Service provides social workers to offer similar support and assistance to young people with disabilities.
- The Behaviour Support Service offers a counselling service to schools.
- Several schools in Barnsley already have peer support programmes where young people are trained to offer first-line support to fellow pupils. The services are generally targeted at key points of transition such as year 7 students in their first term at secondary school. Training is available in Barnsley for teachers and learning mentors who would like to develop programmes in other schools.

(iv) The recommendation that the use of sanctions is reviewed to incorporate, where possible, 'pupil suggested' solutions.

(CSSCR rec 11)

Current Situation

- Evidence suggests that although bullying is unacceptable, it must be remembered that children/young people who bully are often victims themselves and in Barnsley we are recommending that bullying issues should be managed by approaches such as restorative justice practices and/or peer support interventions. However, there may be occasions when the abuse of a child/young

person is so significant that it should be responded to in accordance with Barnsley's child protection procedures.

- (v) *To undertake a scoping exercise in terms of funding of resources to assess the possibility of rolling out the restorative justice programme or the operation of a similar system across all schools in the Borough.***
(CSSCR rec 12)

Current Situation

Staff from the following services have already received training in Restorative Justice: Youth Offending Team, Behaviour Support Service, Social Care.

- (vi) *The suggestions that schools register for the free Childline Newsletters and to investigate opportunities that such external agencies have in providing support or one off advice/counselling services within schools.***
(CSSCR rec 10)

Current Situation

- There are a number of agencies already operating within Barnsley able to offer advice and assistance to schools around setting up schools' counselling services or peer support schemes, for example, Childline and the NSPCC have merged over the last year and Barnsley has access to both the NSPCC Schools Service and CHIPS – Childline in Partnership.
- Other agencies in Barnsley can also offer advice and support such as the Family Welfare Association, Barnardos and NCH.

Next Steps

- Where they exist at the moment, School Councillors are perceived to play a valuable role. The implementation of the strategy would explore the potential for expanding the capacity with more widespread use.
- To extend peer support schemes to all schools and ensure that they are fully effective in tackling bullying. We need to identify those schools which currently have a service, those schools which require training and offer ongoing support for best practice as all peer support schemes need regular support and maintenance if they are to remain effective.

3. Managing the Use of Data

- (i) *The recommendation that the Local Authority develops a robust Borough wide system for the collation, evaluation and reporting of bullying for the purpose of effectively improving the tackling and management of this issue across all schools in the Borough.*

(CSSCR rec 13)

Current Situation

- On-line system for the recording of bullying incidents in educational settings and youth centres developed by Strategic ICT.
- There is no common measure for evaluating the impact of anti-bullying measures across Barnsley. Currently settings use their own measures and children and young people are also asked to complete surveys commissioned by a range of external agencies.
- Complaints received by the Local Authority in respect of bullying are passed to the Educational Psychology Service for follow up with schools if appropriate.

Next Steps

- To raise awareness in settings of the system and determine with staff in educational settings and youth centres how the system can be used.
- To agree a common measure for determining the extent of bullying within the Borough and how effectively these incidents are managed.

4. Maintaining Anti-Bullying as a key issue for settings to address as bullying is now regarded as a safeguarding issue

- (i) *The development of an holistic approach by establishing an anti-bullying ethos which is embraced by all staff, children, young people and families.*

(CSSCR rec 1)

Key Achievements

- Evidence from research states that a key factor in reducing incidents of bullying is for settings to maintain anti-bullying as a high profile issue which is being achieved through co-ordinated, multi agency support. The JAR noted that the Local Authority has appropriate plans in place to extend successful initiatives to combat bullying and that children/young people generally report that they feel safe, particularly in schools where they are aware of the procedures.

(ii) That Governing Bodies have a key role to play in effectively tackling bullying and recommend that all Governing Bodies appoint a 'champion' to take responsibility for this issue and that termly reports are made to the Governing Body detailing incidents and action taken.

(CSSCR rec 2 & 4)

Key Achievements

- Training materials re anti-bullying developed and delivered for Governors from 22 schools.

(iii) The scope of training provided to all staff should be reviewed to encompass the whole-school approach to bullying and the most effective practice be disseminated and regularly evaluated.

(CSSCR rec 3)

Current Situation

- The training which is currently available to schools from a wide range of agencies, including REMEDI, Educational Psychology Service, Behaviour Support Service, NSPCC, Healthy Schools, is based on a whole school approach.
- Surveys/discussions with settings indicate a need for training/information relating to homophobic and cyber bullying.

(iv) Schools to target their attention on key times and locations where bullying is more prevalent e.g. lunch times. This may require different approaches to the supervision of these 'hot spots'.

(CSSCR rec 9)

Current Situation

An increasing number of schools are conducting pupil surveys as part of Anti-Bullying Week which gives staff school specific information, including determining where bullying takes place so that these areas can be targeted.

Next Steps

- Continue to maintain bullying as a high profile issue.
- Support settings with training/information re homophobic and cyber bullying.
- Develop a co-ordinated multi agency training programme.

5. Children and Young Peoples Participation

- (i) *Children and young people to continue to play an instrumental role in shaping the anti-bullying agenda across the Borough.*

(CSSCR rec 1)

Current Situation

Following the work of a group of Looked After Children, who developed a “credit card” containing information about bullying – this has been printed and will be distributed to settings across the Borough as part of the National Anti-Bullying Week.

Through the work of Voice and Influence, young people have made recommendations relating to the management of bullying issues which includes:

- Bullying on public transport, particularly on the journeys to and from school.
- Bullying behaviour within the community.
- Better systems to deal with bullies.
- Young people and adults to design a stronger bullying policy.
- Having older students to support/mentor younger students.

- (ii) *To investigate into the possibility of producing a local DVD or to support the development of a national DVD.*

(CSSCR rec 8)

Current Situation

There are currently a range of DVDs available for settings to use for raising the awareness of bullying issues including Don't Suffer in Silence, Sticks and Stones.

Locally, through the work of Voice and Influence a DVD has been produced which includes young peoples views on bullying.

Next Steps

- Current work by the Anti-Bullying Sub Group involving young people and staff at the Accident and Emergency Department to be continued leading to information being available for young people at key contact points.
- Work with schools and transport providers on tackling bullying on public transport included in the Action Plan.

Action Plan

The following Action Plan is based on recommendations from:

- The Children's Services Scrutiny Commission Report (2006/2007) "School related Bullying in Barnsley".
- The Safeguarding Children Board Business Plan.
- The recommendations from Serious Case Reviews.
- Survey undertaken with young people aged 11 – 19 including:
 - Young People's Crime Survey: 2007
 - Youth Summit: 2005
 - A Health and Lifestyle Survey
 - DCFS Guidance – Safe to Learn: Cyber Bullying and Homophobic Bullying

The recommendations of the Children's Services Scrutiny Commission Report (CSSCR) are included in the appendix and have been grouped under the following over arching themes which emerged from the recommendations as follows:

1. Ensuring an holistic, coherent approach to anti-bullying across Children's Services which includes all agencies working with children, young people and families. (Recommendations 1 & 15)
2. Encouraging Best Practice. (Recommendations 5,6,7,12)
3. Managing the Use of Data. (Recommendation 13)
4. Maintaining Anti-Bullying as a key issue for settings to address as bullying is now regarded as a safeguarding issue. (Recommendations 1,2,3,4,14)
5. Children and Young Peoples Participation. (Recommendation 8)

Strategic Plan

Objective 1: Ensuring a coherent approach to anti-bullying across Children's Services which includes all agencies working with children, young people and families.

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> • To ensure that Barnsley networks stay informed and up to date about relevant national anti-bullying initiatives. • To continue to support the work of the Anti-Bullying Alliance. • To continue to work to the Action Plan as agreed with the BSCB. • To ensure that agencies work together to share good practice. • To consider the need to establish the post of an Anti-Bullying Co-ordinator within Children's Services. 	<p>1 and 15</p>	<ul style="list-style-type: none"> • Anti-Bullying Guidance to settings to be revised to include guidance relating to cyber bullying and homophobic bullying. • Workshops offered to settings to update on guidance re: cyber bullying and homophobic bullying. • To disseminate information/guidance to all settings/agencies involved with children and young people e.g. youth centres, residential homes, transport providers. • To investigate the viability and best practice in relation to this post. 	<p>Anti-Bullying Sub Group of the BSCB</p> <p>Christine Parkes Alan Brown</p> <p>Anti-Bullying Sub Group of the BSCB</p> <p>Stephanie Evans Christine Parkes</p>	<p>October 2008</p> <p>October 2008</p> <p>October 2008</p> <p>July 2009</p>	<p>Increase in number of anti-bullying policies which include action to manage cyber and homophobic bullying.</p> <p>The development of a consistent approach across Children's Services to the management of incidents of bullying.</p> <p>Evaluation of Best Practice/Viability completed.</p>

Objective 2: Encouraging Best Practice

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> To maintain bullying as a high profile issue through the curriculum. To support schools to be pro-active in preparing pupils for transition at Year 6 with specific mentoring support for Year 7 students. The establishment of support through school counsellors and peer mentors who can intervene on a phased basis to address the specific issues of victims and perpetrators of bullying. 	5	Continue the roll out of the SEAL Curriculum and Healthy Schools programme.	SEAL Steering Group Healthy Schools Team	Ongoing	SEAL Curriculum and Health Schools Programme embedded in an increased number of schools.
	6	The transition model developed in the Dearne Pyramid to be made available for all schools.	Barnsley Children's Fund Participation Worker	April 2010	Fewer Year 7 pupils transferring schools because of bullying.
	7	<ul style="list-style-type: none"> To extend peer support schemes to all schools and ensure that they are making every effort to tackle bullying. Identify those schools which currently have a service, those which require training and offer ongoing support for best practice. Explore potential for expanding the schools counselling services. 	Anti-Bullying Sub Group NSPCC REMEDI	April 2010	Peer support extended
			Anti-Bullying Sub Group	October 2008	Schools with best practice identified. Training needs identified.
			NSPCC/BSS Counselling Service	October 2008	Audit of schools requesting counselling for incidents of bullying.

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> To undertake a scoping exercise to assess the possibility of rolling out the restorative justice programme (or the operation of a similar system) across all schools in Barnsley. 	12	<ul style="list-style-type: none"> Survey of schools to identify those who have received training in Restorative Justice. Identify schools with best practice re: restorative practices. Ensure that there is a consistent approach to the use of restorative justice across the Borough. 	Anti-Bullying Sub Group REMEDI REMEDI Education, Behaviour Support Service, Police, Youth Offending Team, Social Care REMEDI	October 2008	Audit of schools who are trained in restorative justice completed.
<ul style="list-style-type: none"> Schools to target their attention on key times and locations where bullying is more prevalent e.g. lunch times. This may require different approaches to the supervision of these 'hot spots'. 	9	<ul style="list-style-type: none"> Continue to encourage settings to survey children and young people to identify 'hot spots'. 	All agencies working in settings where children and young people meet.	October 2008	Increase in number of settings surveying children and young people.

Objective 3: Managing the Use of Data

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> The recommendation that the Local Authority develops a robust Borough wide system for the collation, evaluation and reporting of bullying for the purpose of effectively improving the tackling and management of this issue across all schools in the Borough. 	13	<ul style="list-style-type: none"> To raise awareness of the system with Headteachers and determine how the system can be used. To agree a common measure for determining the extent of bullying within the Borough and how effectively these incidents are managed. Identify best practice re: recording incidents of bullying. 	<p>Assistant Director (Safeguarding and Welfare)</p> <p>Assistant Director (Safeguarding and Welfare)</p> <p>Chair of the Anti-Bullying Sub Group</p> <p>Anti-Bullying Sub Group</p>	<p>October 2008</p> <p>October 2008</p> <p>July 2009</p> <p>July 2009</p>	<p>Protocol for recording and reporting bullying incidents developed with settings.</p> <p>All settings to use the online reporting systems.</p> <p>Best practice for recording incidents disseminated to all settings.</p>

Objective 4: Maintaining anti-bullying as a key issue for settings to address as bullying is now regarded as a safeguarding issue.

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> The development of an holistic approach by establishing an anti-bullying ethos which is embraced by all staff, children, young people and families. That Governing Bodies have a key role to play in effectively tackling bullying. 	<p>1</p> <p>2 and 4</p>	<ul style="list-style-type: none"> Continue to support settings to survey children and young people re bullying. Agencies working in the community to collate information relating to incidents of bullying. Work with schools and transport providers on tackling bullying on public transport. Maintain the profile of National Anti-Bullying Week. Continue to offer on demand training to settings. Continue to offer training to Governing Bodies. 	<p>Anti-Bullying Sub Group Educational Psychology Service</p> <p>Youth Service REMEDI YOT</p> <p>Anti-Bullying Sub Group</p> <p>All support services working in schools</p> <p>REMEDI, NSPCC, Educational Psychology Service</p> <p>Educational Psychology Service</p>	<p>October 2008</p> <p>October 2008</p> <p>July 2009</p> <p>Each year in November</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Increase in number of settings surveying Children and Young People re bullying.</p> <p>Areas within the community where bullying incidents occur can be supported.</p> <p>Increase in number of schools participating in National Anti-Bullying Week.</p> <p>Audit of training available to settings completed and information given to settings.</p> <p>Increase in the number of Governing bodies accessing training.</p>

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> The scope of training provided to all staff should be reviewed to encompass the whole school approach to bullying and the most effective practice be disseminated and regularly evaluated. To consider the introduction of accredited training similar to that operated in County Durham. 	3	<ul style="list-style-type: none"> Carry out a scoping exercise to identify the specific training packages available to settings. 	Anti-Bullying Sub Group	October 2008	Increase in number of settings surveying Children and Young People re bullying.
		<ul style="list-style-type: none"> Raise awareness in settings of the need to tackle homophobic and cyber bullying. 	All support services working with schools	October 2008	Audit of anti-bullying policies indicates an increased awareness of homophobic and cyber bullying.
		<ul style="list-style-type: none"> Support settings with training re homophobic and cyber bullying. 	Educational Psychology Service	October 2008 ongoing	
	14	<ul style="list-style-type: none"> Audit training available to settings 	Educational Psychology Service	July 2009	Audit of training available to settings completed and information given to settings.

Objective 5: Children and Young Peoples Participation

Next Steps	CSSCR Recommendation	Action	Responsible Person or Group	Time Scale	Outcomes
<ul style="list-style-type: none"> Children and Young People to continue to play an instrumental role in shaping the anti-bullying agenda across the Borough. 	1	<ul style="list-style-type: none"> Current work by the Anti-Bullying Sub Group involving young people and staff at the Accident and Emergency Department to be continued, leading to information being available at key points. Distribute the anti-bullying information produced by a group of Looked After Children to schools, youth centres and other settings where young people meet. 	<p>Anti-Bullying Sub Group NSPCC</p> <p>Anti-Bullying Sub Group</p>	<p>October 2008</p> <p>October 2008</p>	<p>Project completed as described in proposed action.</p> <p>Information distributed to all settings where young people 11 years and above meet and also to Year 6 pupils as part of their transition plan to the secondary phase of their education.</p>

Monitoring and Evaluation Arrangements

The proposed actions outlined in the strategic plan will be developed further within the service plans of all relevant agencies and will be monitored and performance managed.

In order to demonstrate that the Strategy is achieving a reduction in bullying, the Barnsley Safeguarding Children Board will identify and audit a range of indicators, including:

1. Number and type of bullying incidents reported
2. Number of year 7 pupils transferring schools because of bullying
3. Number of settings with anti-bullying policies, including homophobic and cyber bullying
4. Number of settings trained
5. Trends arising from the TellUs survey and the Year 10 health Survey.

The Barnsley Safeguarding Children Board will review the strategy via its business plan. It will produce quarterly reports to the council's Corporate Equalities and Performance Group. The Children and Young People's Trust will receive an annual report from the Safeguarding Children Board on progress against the identified indicators. Once the Children and Young People's Trust has responded to the report, it will be presented to council Cabinet.

Barnsley Safeguarding Children Board will establish a process jointly with children and young people to enable them to scrutinise the delivery of the Strategy.

The overall responsibility for securing the effectiveness of the Strategy will be with the Director of Children's Services and the council's Lead Member for Children's Services.

Recommendations from Children's Services Scrutiny Commission Report

1. In making the necessary progress in all schools on this matter we strongly support: The development of an holistic approach by establishing an Anti-Bullying ethos which is embraced by all staff, pupils and parents.
2. We strongly believe that School Governing Bodies have a key role to play in effectively tackling bullying, and we urge: That all Governing Bodies appoint a 'champion' to take responsibility for this issue, and that termly reports are made to the Governing Body, setting out any incidents and actions taken.
3. We recommend that the scope of training provided to all staff is reviewed to encompass the whole-school approach to bullying and that the most effective practice is disseminated and regularly evaluated.
4. We support measures to raise awareness and levels of acceptance amongst parents and School Governors with regard to the different forms which bullying can take and the consequences that bullying can have on individuals; and to further inform them of the prevalence of bullying, the strategies for dealing with bullying and the support that is available through school and the LA.
5. We support the view that 'bullying' should be given a higher profile in schools by inclusion in citizenship and PHSE lessons, and that these lessons be available from an earlier age in all schools.
6. We would urge schools to be more pro-active in preparing pupils for the transition. Best practice from projects being run in the Dearne and nationally should be established across the Borough. We would recommend that specific mentoring support for Year 7 pupils is provided.
7. We recommend the establishment of a network of support through school counsellors and peer mentors who can intervene on a phased basis to address separate issues that the victim and the perpetrator may be trying to deal with. We support the exploration of opportunities for additional support for identified 'at risk' groups, for example pupils with a learning or physical disability, pupils from an ethnic minority background; and what police support is available for teachers and pupils, especially in cases where pupils are threatening or aggressive.
8. We would support an investigation into the possibility of producing a local DVD or to support the development of a national DVD.
9. We would recommend that schools target their attention on key times and locations where bullying is more prevalent – i.e. lunchtimes. This may require different approaches to the supervision of these 'hot spots'.
10. We suggest that schools should register for the free 'Childline' Newsletters and to investigate opportunities that such external agencies have in providing support or one off advice/counselling services within schools.

11. We recommend that punishment regimes are reviewed to incorporate where permissible, 'pupil suggested' punishments i.e. litter picking and school clean ups. This will bring pupils to the heart of the process and they will feel that they have had a real influence in the measures to tackle the issue. It also means that the pupils will have determined what they feel is a 'fair punishment' for these matters.
12. We would suggest that a scoping exercise is undertaken in terms of funding of resources to assess the possibility of rolling out the restorative justice programme or the operation of a similar system across all schools in the Borough.
13. We recommend that the LA develops a robust Borough wide system for the collation, evaluation and reporting of bullying for the purpose of effectively improving the tackling and management of this issue across all schools in the Borough.
14. We recommend that consideration is given to the introduction of a similar scheme to that operated in County Durham.
15. We recommend that the LA takes cognisance of the report by the Education and Skills Select Committee once this is published.