



**An Anti Bullying Strategy for Children and Young People in
Newcastle
2007**

Developing a telling culture.

Defining the Problem!

Bullying is sadly pervasive in our society but is least prevalent in those environments where it is positively challenged and pro-social behaviour is promoted in an ethos of supportive relationships. Bullying takes place in all settings including school, at home and in the wider community. Bullies and victims are represented in all strata of society. Bullying is not only children bullied by children, but is exhibited by adults against adults, adults against children, children against adults, between siblings and by parents.

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:

- A. Repeated, wilful acts of harm.**
- B. Acts that are carried out by an individual or a group**
- C. An imbalance of power in a relationship that is wilfully used to intimidate and/or inflict harm.**

Bullying remains a subjective experience and can take many forms often making it extremely difficult to define. This in turn can give rise to problems for teachers, parents/carers and indeed pupils in identifying bullying.

Newcastle recognises the following definition which underpins Anti Bullying Practice in the city.

Bullying is wilful acts of violence, physical or psychological, social or verbal abuse conducted by an individual or a group and directed against an individual who may find it difficult to defend himself/herself.

Physical Bullying can be hitting, punching, nipping, scratching, pinching and taking belongings
Verbal Bullying can be name calling, spreading rumours, insulting, offensive remarks, threats.

Social bullying can be ignoring, ostracising exclusion from social groups including on the internet in social forum

- ❖ *Bullying can be direct or indirect using a variety of media and technologies including the internet, mobile phones and written materials. These forms of bullying can be particularly damaging.*
- ❖ *All bullying can have a lasting negative impact upon an individual's psychological wellbeing.*

- ❖ *Bullying behaviour can be seen anywhere in our society including schools, on public transport in the workplace, community buildings, youth centres, on the street, sports clubs and activity groups and cyber forum*
- ❖ *Bullying can effect anyone at anytime*
- ❖ *Bullying may arise as a result of an individuals nationality, race, physical appearance, physical ability/ wellbeing, educational ability/performance or sexuality actual or perceived*

A vision for Newcastle.....

“We work together with our schools, communities and young people making Newcastle an Anti Bullying city in which we all live and learn.”

RESPONSE – Newcastle action against bullying – Anti Bullying Team

A mission.....

“To respond to bullying in Newcastle schools and communities, working together to create a safer environment

Newcastle's beliefs and values

Newcastle believes.....

- That all children and young people have intrinsic value and worth and we embrace their uniqueness and autonomy.
- That children and young people should have the right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is everybody's responsibility.
 - Children and young people should actively participate in decisions, which affect them and should be supported in taking responsibility for their choices and subsequent actions.
- There are a range of strategies to deal with bullying and actively challenges the use of humiliation, fear, and ridicule as approaches to reduce bullying.
- That people should treat each other with respect and courtesy at all levels.

Newcastle respects difference and welcomes diversity in our children, young people and society in general and we believe our work should be inclusive of all.

Despite the range of Anti Bullying work undertaken there remains a culture of silence around Bullying Andrew Mellor found this in his 1989 survey of Bullying in 10 Scottish secondary schools that half of the children who had been victims of bullying had not told anyone.

A key focus for the Anti Bullying strategy will be to support schools to create the environments, reporting and support structures that enables bullying to be 'seen' and measured.

- ❖ This strategy aims to raise young peoples confidence in reporting and 'break the silence'.
- ❖ The RESPONSE team looks to the delivery of the strategy through schools in the first instance as young people tell us that this is where they are most affected by the behaviour.
- ❖ It is recognised that bullying is an issue for society as a whole that is closely linked to people's attitudes.
- ❖ Wider work across Children's Services and into our communities and workplaces is a longer term vision for the strategy

Research and background

Bullying and Mental Health

In a recent study by the Thomas Coran Institute on behalf of Child Line the authors highlight the impact of Bullying on academic attainment and mental health.

“Bullying has been associated with absenteeism, low levels of self-esteem and, at its most extreme, with attempted suicide. Whether children suffer in silence, or engage the help of parents and carers, bullying also has an effect on family life. The experience of being bullied in childhood or adolescence has also been linked with poorer adult mental health.” (Oliver and Candappa)

Research is beginning to bring home the some of the more tragic and long term effects of bullying on specific groups of young people. A report by Child Line ‘Boys Allowed’ details the reasons why young men ring the helpline for support. Bullying is cited as the main reason for calling the service. More worryingly the authors report that young boys are four times more likely to commit suicide than girls. Suicide accounts for a quarter of all deaths in young men.

Homophobic Bullying

The impact of homophobic bullying is becoming an increasing cause for concern and studies are clear about the devastating effects upon mental health.

A Scottish study concerning suicidal thoughts in gay men highlight this particular group as most at risk of suicide and report that early suicidal thoughts begin to emerge early in their secondary school careers.

"There is a sharp rise in the number of people who first felt that their life was not worth living at age 14. This continues to the age of 17, suggesting that these may be periods of particular distress for young gay and bisexual men"

Figures provided by EACH (Education Action Challenging Homophobia) report that 34% of all calls received on their Helpline are from members of school staff seeking guidance on how to deal with the Homophobic bullying of pupils. The research also points to evidence that young people who experience this type of bullying are more likely to leave school at 16 despite desire to continue their studies. Additional to this bullying is linked to poor school attendance on survey shows that 72% of LGBT adults reported a history of absenteeism from school.

Specific laws relating to this type of bullying are in detail in the DCSF Safe to Learn: Embedding anti – bullying work in schools guidance 2007. The main areas of legislation addressing this issue are

The Employment Equality (Sexual Orientation) regulations 2003 – protecting all staff against discrimination or harassment on the grounds of their sexual orientation.

The Equality Act 2006 - gives powers to outlaw discrimination on the grounds of sexual orientation in the provision of “goods and services”. Regulations made under part 3 came into effect on 30th April and cover public bodies as well as private and make specific reference to education. Further guidance for Education staff can be found in the DCSF Safe to Learn guidance (ISBN 978 – 1 -84775 – 029 – 7) and

www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007

Local Government Act 1988 Section 28 -this was repealed in 2003 and is **no longer law**. There no and have never been any barriers to teachers and staff discussing issues around sexual orientation.

Cyber Bullying

The technologies available to young people are rapidly advancing. The opportunities that these advancements bring are both exciting and educational however there is increasing evidence to show that social chat rooms, internet sites and mobile phones are being used to bully and intimidate others.

Cyber bullying is the term used to describe all forms of bullying using electronic devices. The main types are:

- ❖ Text messaging
- ❖ Mobile Phone calls
- ❖ Picture/video clips
- ❖ Emails
- ❖ Chat rooms
- ❖ Instant messaging
- ❖ Websites

Unlike traditional forms of bullying cyber bullying is more difficult to escape from. A person may continue to receive text messages, emails and view nasty postings on a website wherever they are. Cyber bullying can reach large audiences and is not a face to face

experience similar to other rumour spreading provides those doing the bullying with some level of anonymity. This type of bullying can have a powerful negative psychological impact upon a person's wellbeing. A person carrying out these acts are less aware or even unaware of the consequences of their actions

The anti bullying strategy aims to develop work in this lesser known area of bullying.

A review of current research undertaken by the Newcastle Educational Psychology service highlighted the findings of a survey 856 young people by the Children's charity NCH the report stated that:

- 50% of text message bullying occurred in the school environment
- 16% had been bullied through text messages
- 7% via the web.
- 4% via emails.

The report went on to state that:

'Of all those surveyed, 29% had told no one. Of the other 61% who did 42% had told friends and 32% parents

There have been several other studies looking at the extent of cyber bullying amongst children and young people.

- Research carried out for the Anti Bullying Alliance (ABA) by Goldsmiths found that 22% of 11 – 16 year olds had been a victim of cyber bullying
- Noret and Rivers four year study on

While Cyber bullying is not a specific criminal offence there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Like all bullying cyber bullying is very serious and is never acceptable. A range of Education Acts and government guidance outline school's duties and powers in relation to bullying. .

The Education and Inspections Act 2006 includes legal powers that more relate directly to this form of bullying by outlining the powers of Head Teachers to regulate the behaviour of pupils off site and details the legal position in relation to the confiscation of mobile phones and other items. Further information and guidance can be found in the DCSF Safe to learn guidance: Cyber bullying (ISBN 978 – 1 – 84775 – 028 – 0)

Bullying and Disability

Bullying on the grounds of disability, like other forms of prejudice – related bullying is linked to irrational and unfounded beliefs, assumptions and stereotypes about the disabled person and his or her abilities.

In a recent research report MENCAP has put the scale of this problem into sharp perspective. It reveals the shocking truth of the experiences of some of our children and young people with a disability. In the UK 82% of children and young people with a disability are bullied. This is 280,000 children.

Recent reports by the Children's Commissioner (Bullying Today 2006) and the National Autistic Society (B is for Bullied) highlight that disabled children and young people are more likely than their peers to be bullied.

Additional to this the National Autistic Society found that two out of five children on the autistic spectrum had been bullied in school.

The National Children's Bureau recently identified disablist bullying as a matter of extreme concern.

There are some common factors that seem to make some children and young people more vulnerable to bullying. Many of these factors are likely to be found in disabled children:

- Lack of social skills
- Number and quality of friends – Many studies have found that disabled children have fewer friends than non-disabled children (Nabuzoka 2000)
- Being socially rejected and isolated
-

- Physical appearance – disabled young children are very often bullied because they are simply seen to be different.
- Absences from school – disabled children and young people may be frequently absent from school if they are receiving treatment or special lessons.

The damaging impact that bullying has on a young person's self esteem and mental health can be particularly felt by a disabled young person who may already be socially excluded.

Bullying and Crime

A report by the registered charity 'Young Voice' details the findings of a study of 7,000 British teenagers. More than half of those surveyed reported they had been bullied. The report goes on to look at the implications for bullies themselves - Bullies are six times more likely to have a criminal record by the age of 24 and more than half of the male bullies and a quarter of the girls said they had been threatened with physical violence at school themselves. Male bullies lived in a world of attacks - they report racism (82% have witnessed it) and being called names (93%) while half the girl bullies said they had been victimised by a group and a similar number said they had been pushed or punched. These young people will carry their difficulties into the workplace and onto our streets.

Common Themes of bullying

Most recent research regarding the common themes of bullying has been published in Scandinavian countries. Studies into the nature of bullying identify common themes

- 1 in 4 children are involved in bullying either as bullies or victims. Many more witness bullying.
- Bullying often takes place over an extended period.
- Boys report being bullied twice as often as girls. Boys are mainly bullied by boys and girls are bullied by boys and girls.
- Significant amounts of bullying occurs on the way to and from school but the majority of bullying incidents occur during school time both in and outside the classroom.
- Boys who bully usually focus on physical aggression and violence whilst girls often use verbal techniques such as spreading rumours aiming to isolate the victim. However research commissioned by Child line and the DfES indicates that boys and girls in British schools are reporting similar levels of physical bullying, name calling and ostracism belying the common assumption that boys bully physically and girls verbally.
- Most bullying happens in the same class and year group or by older children.
- Bullying takes place at a time when supervision is low or non-existent. School break times are often a major occasion for bullying and a time for great anxiety for many children. Toilet areas are also often areas where bullying occurs. Consultation work undertaken in Newcastle by the Anti Bullying team highlighted this latter problem as a real issue for our young people. Many state that they are afraid to go to the toilet during school hours.

Research indicates that bullying is a highly complex issue in which factors of home background, personality, social experiences and school approaches are all interrelated

Background and legislative context

Local Context

- Bullying issues are recognised as being of major concern to young people. The ECM document makes specific reference to addressing bullying and its impact on young people, and a wide range of consultation events with young people have confirmed that they consider bullying and discrimination to be one of the 12 main issues facing the CYPSP (What Matters to Us). This view has been further reinforced following the events held across city schools by the Excellence in Cities programme.
- In recent years, the LEA has been active in seeking to develop a range of responses to support young people, schools and communities to address this complex issue. This has resulted in the LEA being successful in gaining substantial funding from both the Children's Fund and Neighbourhood Renewal Fund to develop specific projects focussed on the Primary and Secondary Sector. These projects: Children Against Bullying in Schools (CABS) and RESPONSE, have provided a valuable resource to young people, their families, and to schools, and have played a leading role in raising the profile of and in developing effective practice in the field of anti-bullying work. This funding will be coming to an end in March 2008. Existing Local Authority services also provide excellent support in this area and it is anticipated that the RESPONSE anti bullying team will be integrated into Children's Services
- In 2005, the LEA developed the Anti-Bullying Steering Group, to enable us to better co-ordinate the work of the projects and to work toward developing a city wide strategy to ensure that anti-bullying work is focussed on improving outcomes for young people and develops stronger links to other related areas of activity. The steering group membership has been widened to reflect more accurately the community it

serves. These include representatives from the community and voluntary sector and faith groups. A young people's action group has been established to offer direct input to the steering group.

- Anti-Bullying work and the overarching strategy is imbedded within the Behaviour Strategy 2005-8; is included in the

'Safe Newcastle, Better Lives, Stronger Communities' Document within several Priority Outcome areas which contribute to reducing Anti Social behaviour in our neighbourhoods and public spaces and ensuring that children and young people are respected and protected, is an important element of the Inspection judgements for the JAR process. .

The Children and Young Peoples plan makes reference to anti-bullying work as a specific issue it seeks to address and highlights the need to begin the process of collecting aggregated data to effectively measure the scale of the issue in Newcastle. Specific reference is made to Lesbian, Gay, Bisexual and Transgender Young People as it is clear they often suffer discrimination and bullying. The Anti Bullying Steering group seeks to involve these groups and supporting agencies in the planning processes for Anti Bullying work. Anti discrimination including bullying racism and homophobia is a key priority of Children and Young People in Newcastle as set out in the 'What matters to us document'. The plan is clear on what we need to do:

- Ensure that all agencies maintain high standards and continuously improve the quality of services to safeguard and promote the welfare of children
- Promote a culture of safety within local communities
- Ensure that children and young people are safe from bullying and discrimination both in and out of school

- Continue to develop and implement an accredited Anti Bullying strategy across all schools that is visible and promotes a zero tolerance approach. This strategy will need to be developed by children and young people, parents and teachers to support the needs of both victims and perpetrators.

Legislative framework

Every Child Matters Agenda (ECM): embodied in the Children's Act 2004

This Green Paper, published in 2003, is centred around developing more effective and accessible services focused around the needs of children, young people and families. There are five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve through learning
- Make a positive contribution to society
- Achieve economic well-being

Two outcomes of ECM are relevant for preventing bullying and harassment, as detailed below.

Each **Outcome** is divided into a number of **Aims**, which can be assessed through priority national Indicators, and Key Judgements.

- **Outcome: Stay Safe**

Aim: *Children and young people are safe from bullying and discrimination*

Indicator: Percentage of 11-15 year olds who state they have been bullied in the last twelve months

- **Outcome: Make a positive contribution**

Aim: Children and young people develop positive relationships and choose not to bully or discriminate

Indicator: Percentage of 10-19 year olds admitting to:

- a) bullying another pupil in the last twelve months
- b) attacking, threatening or being rude due to skin colour, race or religion

Joint Area Reviews (JARs)

Joint Area Reviews are an external evaluation of how well children's services are meeting all outcomes. The JAR acts as a comprehensive assessment of the impact of services on the well being of children and young people within a local area. Part of the JAR covers bullying.

Under two of the outcomes of ECM, along with an extra section covering looked after children, local authorities / education authorities are required to report on the criteria below:

Stay Safe

Children and young people are safe from bullying and discrimination

- The proportion of children and young people reporting they have been affected by bullying, harassment or discrimination at school or in the community.
- Children and young people's confidence in the system for reporting bullying at school

Make a positive contribution

Children and young people develop positive relationships and choose not to bully or discriminate

- The extent to which children and young people develop positive relationships with adults and their peers
- The extent of bullying and discrimination by children and young people.

Providing evidence of outcomes

Key judgments provide an evidential approach to assessing these outcomes. Below is a list of the key judgements used to assess bullying through the Joint Area Review, and the illustrative evidence, which provides a comprehensive picture of the contributions of services to improving the lives of children and young people.

Stay Safe

Key Judgement: Steps are taken to provide children and young people with a safe environment

Evidence

- Children and young people are encouraged to report bullying and discrimination.
- Children and young people who are victims of bullying and harassment are given support.
- There is regular monitoring, including by senior officers and elected members, of incidents of bullying and harassment.

Make a positive contribution

Key Judgement: Action is taken to reduce anti-social behaviour

Evidence

- There is a 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
- Clear policies on combating bullying and harassment are implemented and monitored

- Training, advice and support is available to staff on the identification, prevention and management of bullying and harassment
- Action is taken to challenge and reduce bullying and discrimination and other anti-social behaviour by children and young people
- Local patterns of discriminatory behaviour are identified

Responsibilities and Self Evaluation Forms

The **School Standards and Framework Act 1998** states that schools must have a written policy on measures to prevent all forms of bullying, and makes this the responsibility of the School Governing Body

The **DfES Circular 10/99: School Inclusion: Pupil Support** states that headteachers have a “legal duty to take measures to prevent all forms of bullying among pupils. All teaching staff, including lunchtime supervisors, should be alert to signs of bullying and act promptly and firmly.

Many schools will be engaged in education initiatives that make specific reference to the school’s need to demonstrate effective anti-bullying strategies. These include

- National Healthy Schools Programme (NHSP)
- Primary and Secondary Strategies (Behaviour and Attendance Themes: SEAL / SEBS Programmes)

The **Education Act 2002** gives all schools, including independent schools, the duty to “safeguard and promote the welfare of pupils”.

The subsequent **DfES Guidance 0027 / 2004: Safeguarding Children in Education** states that “safeguarding” is wider than contribution to child protection, and makes a specific mention of bullying.

The new 'Working together' Chapter 11, *Safeguarding & promoting the welfare of children who may be particularly vulnerable*, paragraph 11.40 entitled 'Bullying' says:

“Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves.

It can take many forms, but the 3 main types are ... physical (e.g. hitting, kicking theft), verbal (racist or homophobic remarks, threats, name calling) and emotional (isolating an individual from the activities and social acceptance of their peer group).

The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm).

All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies

More recently a fourth main type of bullying, cyber bullying, has become very prominent.

Self Evaluation Forms

A new inspection system, introduced by OFSTED, gives schools, local authorities and other children's services the opportunity to self evaluate themselves, prior to inspection by officials.

The school Self Evaluation Form allows for a self assessment which provides important information and evidence that the school or LA is meeting the JAR requirements. The SEF acts as a tool which can be continually updated, highlighting the strengths and weaknesses of the school over time. Sections of the SEF can be used to report on the outcomes required for the JAR. These are:

Stay Safe

To what extent do learners feel safe and adopt safe practices?

- Whether learners feel safe from bullying and racist incidents
- The extent to which learners have confidence to talk to staff and others when they feel at risk

Making a Positive Contribution

How well do learners make a positive contribution to the community?

- Learners' growing understanding of their rights and responsibilities, and of those of others
- How well learners express their views and take part in communal activities

RESPECT

Newcastle's Anti Bullying strategy seeks to develop the environment of our schools and communities in a way that directly addresses some core principles of the Governments RESPECT agenda.

"We need to create stronger communities one's in where people are informed about what action is happening to address their concerns"

The Newcastle Context

Newcastle.....

- Has an ambition to provide exceptional services to children and young people. There are approximately 64,000 young people in the 0 – 19 age range (2004 mid year estimate).
- Is a city of influence that exhibits the diversity of the region. Its residents are diverse with affluent areas to the north and west and areas of significant deprivation to the east and inner west. Minority ethnic communities make up 6.9% of the population. **This proportion is higher among young people with people from ethnic groups making up 10% of the school population.**
- Has seen an increase in recent years of refugees and asylum seekers coming to the city from areas such as Eastern Europe, Africa and Afghanistan. The ethnic minority population is concentrated in some wards of the city e.g. 46% of the black and minority ethnic (BME) population live in the Riverside West and 14% of the population of the inner west is from the BME community compared to 6.9% in the City as a whole. The number of children from refugee and asylum seeking families has continued to increase. In January 2003 there were 191 such children aged 3 – 10, 120 ages 11 – 15 and 21 aged 16+ They are concentrated mainly in two areas of the City.
- Has a high rate of unemployment (2004) at 7.6% which is substantially higher than the national average of 4.9%.
- Is ranked 20th out of 354 on the 2004 Index of multiple deprivation and 31.4% (81,552) of the population live in the most deprived areas of the City.
- Has experienced a falling population in recent year – both a symptom and a case of the City's problems.

- Has a housing shortage and high house prices in its more affluent areas. This contrast with empty houses and, high levels of long term unemployment and low levels of educational attainment in the east and inner west.
- A significantly higher proportion of Secondary school pupils who are eligible for free school meals (28.5%) compared to the national average (17.1%)
- Has 99 schools following a reduction as a result of the population decline and school reorganisation (from 115 in 1999)
- Had 36,013 pupils on roll in the City's schools in 2005 and a further 5,500 approx attending independent schools. The proportion of pupils aged 14 – 19 who attend independent schools is particularly high for the North East region at 7%.The number attending special schools reduced from 579 in 1999 to 421 in 2004. There is increasing turbulence in the school population in the City with a large number of pupils moving between schools during a school year and suffering a loss in continuity in their learning. Turbulence is a significant issue, with 16.7 of the total school roll of January 2002 being made up of casual intake in the middle of school years.
- Has seen a improvement in attainment in maintained schools in the last five years at all key stages (7,11,14,16 and 18/19 year olds). However, improvements are not consistent and standards remain below the national average.
- Had 4,687 recorded incidents of domestic violence in the period from the 1st December to 30th November 2005. **Children were present at 1,058 of these incidents.**

Newcastle's Approach.

Newcastle is committed to supporting schools in providing a safe and secure learning environment for all children and young people. This is commensurate with the new guidance on Safeguarding Children. The focus of the strategy is to work in partnership with all stakeholders including partners in the voluntary and community sector to enable schools to be awarded a Charter Mark accreditation for their Anti Bullying work

From September 2006 Newcastle will be piloting a new Anti Bullying Accreditation scheme – Accreditation or Action which is adapted from DfES 2003 Bullying - a Charter for Action.

The charter highlights 5 areas of activity set out below. Accreditation will recognise the work a school has undertaken to address these key areas

- **Each key area has been broken down into a number of sub areas in line with DfES guidance relating to the charter.**
- **Each sub area lists sources of evidence that schools should provide.**
- **Evidence is in two categories – Essential and desirable**
- **Schools should have evidence for ALL the essential criteria**

Schools need to demonstrate that they:

1. Discuss, monitor and review the school anti-bullying policy on an annual basis in consultation with staff, parents/carers, pupils and governors
2. Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
3. Support everyone in the school community to identify and tackle bullying appropriately, and promotes and provides a curriculum which addresses bullying issues.
4. Ensure that parents/carers expressing concerns about bullying have taken them seriously.
5. Learn from effective anti-bullying work elsewhere.

The Accreditation for Action document allows schools to work through an Anti Bullying Self Evaluation Framework to detail precisely how each essential criterion is met.

Accreditation for Action across the Agencies

Once established in the schools the Accreditation Framework will be adapted and modified to other areas of children's Services including Children's Home's and other community settings. This will be done through active participation of children and young people and voluntary and statutory partners.

Consultation and Participation approach

For the greater part RESPONSE Anti Bullying team has focussed on offering direct support to schools and young people through a variety of interventions and training, building their capacity to respond to bullying behaviour. Targeted work has involved wide consultation with young people across the city, using the Participatory Appraisal approach.

This approach has potential to enrich decision making processes and to enable young people to participate as active citizens. Furthermore facilitating this level of participation supports better relations between young people and others in the community promoting greater understanding between groups. The Accreditation framework is underpinned by a cyclical appraisal of the views of young people, parents and carers and indeed all stakeholders within a school community. There is also active encouragement given to schools to further develop positive relationships with wider community groups and seek the network of expertise available to tackle more complex issues including Homophobia, hate crime and anti social behaviour.

The Anti Bullying strategy and accreditation process directly addresses the main elements Newcastle's Children and Young People's Participation strategy

4.3 Developing Capacity with Children and Young People

4.4 Creating an environment in which the contribution of children and young people is valued and acted upon

4.5 Promoting best practice

4.5 Investing in children membership – open to teams or projects that are engaged in dialogue with young people and can demonstrate that changes have been made as a result.

4.6 Staff development

4.7 Communications – improving the sharing of information about participation.

4.9 improved coordination and partnership working.

As stated in the Children and Young Peoples plan Newcastle will know it is achieving stated outcomes when young people report through consultation that they feel safe and are not experiencing bullying, racism or homophobia in schools and local communities.

Key aims of the Anti Bullying Strategy.

Short Term

- Gain the endorsement and support of the Children and Young People's Strategic partnership in the delivery of identified outcomes of the strategy and the Accreditation for Action framework.
- To develop school and community environments to enable young people to learn in safety and to their full potential.
- To provide young people and adults with the opportunities to take part in the construction and review of Anti Bullying policies and practice and gain their active participation in the development of the long term Anti Bullying strategy for the Newcastle.
- Identify appropriate funding within Children's Services for continuation and extension of the Anti Bullying Service from March 2008

Long Term

- Develop the Anti Bullying work further in the community context incorporating Anti social behaviour in its widest sense and extending the Accreditation for Action Scheme across Children's Services.
- Focus on key specialist development areas e.g. Homophobia, Cyber Bullying and mental health to build a body of research and specialist interventions in these areas



RESPONSE – Newcastle action against bullying

What is RESPONSE?

RESPONSE is a multi disciplinary team of seven professionals who draw experience from Health, Education, Police and Youth Work. The team receives additional support from the Educational Psychology Service two days a week.

The team is based in Inclusion within Children's Services and is colocated and has strong links with the Education Welfare Service at the Newcastle Springfield Centre

RESPONSE can offer training, support and guidance to the following groups in the City of Newcastle

- All secondary schools and a range of primary schools in the Children's Fund Area.
- All multi disciplinary agencies who deliver services in schools and the community to young people and their families.
- All young people's groups and supporting adults within those groups.
- Some advocacy support to young People and families in partnership with school staff as directed by the schools Anti Bullying Policy.

Targeted areas of work of RESPONSE – Newcastle action against bullying

RESPONSE team will act as a driver for the Accreditation for Action scheme. The team aims to support schools through the accreditation process by:

- Delivering anti bullying training events and programmes to professionals, young people and the community.
- Develop curriculum resource ideas to be delivered across the curriculum that address social, emotional and relationship issues and build on existing approaches used to address bullying behaviour. This includes using circle time, group work and solution focussed techniques.
- Assist staff in developing creative methods for addressing the complexities of bullying themes and related issues through visual displays/ drama workshops/ Arts and media.
- Assist with the development of appropriate parents and carers forums in school and the community ensuring meaningful participation in policy and practice development.

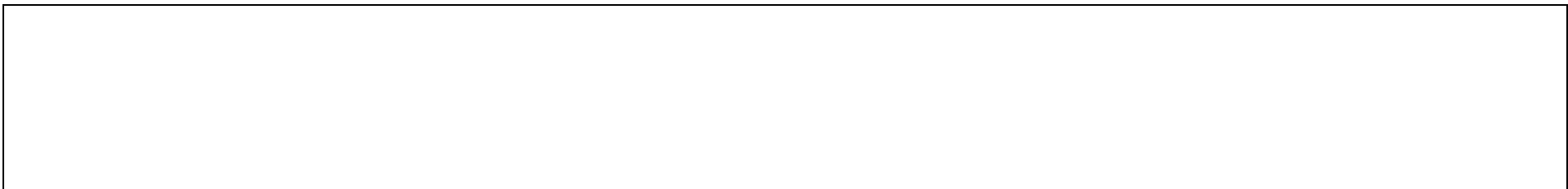
- Highlighting good practice and ensuring that this is shared across a network of schools and Anti Bullying Alliance promoting an equitable response to bullying behaviour.
- Instigating, and disseminating new research and theory to school and Children's Services staff including governors through specialist conferences and good practice sharing events.

RESPONSE Training programmes

- Key workers - for all staff supporting young people
- Mid Day supervisors
- Gender inequality and addressing homophobic bullying
- Accreditation workshops
- Bullying and the curriculum
- Developing a Whole School AB Policy
- Bullying Awareness for Parents
- Cyber Safety and Bullying

What have we done so far.....

- **Gained funding through Neighbourhood Renewal and Children's Fund's to appoint a specialist team of Anti Bullying professionals working across Newcastle schools and communities up to March 2008.**
- **Led extensive consultation work with Newcastle young people and schools.**
- **Offered specialist training and conferences to schools and multi agency partners concerning issues surrounding bullying.**
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Key Objectives Short and Medium Term 2006 – 2007.

Priority/Outcome indicator	Activity	Lead Officers	Timescale	Outcome improvement targets
<p><u>Establish baseline bullying statistics for Newcastle.</u> <u>Developing Anti Bullying school environments</u></p> <p>4.32 The extent of bullying and discrimination by children and young people</p>	<p>4.32.1 Establish a city wide Anti Bullying Team providing input to Newcastle secondary schools and range of primary schools on the basis of identified need.</p>	<p>Michelle Crawford Mick Dunn</p>	<p>Sep-06</p>	<p>2006 - 2007 Establish data recording system for bullying and harassment 2007 - 2008 - Reduce baseline established from Bullying by 10%. 2008 - 2009 reduce incidents by a further 10%</p>
	<p>4.32.2 Establish the data and recording measurement system to roll out to all schools</p>	<p>Michelle Crawford Mick Dunn</p>	<p>Apr-07</p>	

2.31 The proportion of children and young people reporting that they have been effected by bullying, harassment or discrimination at school or in the community

4.32.3 Implement and evaluate the Accreditation for Action scheme	Michelle Crawford Mick Dunn	Jul-07	2006 - 2007 Anti Bullying accreditation pilot schools to achieve charter mark status. 2007 – 2008 Further 10 schools to be awarded the charter mark status
4.32.4 Develop young peoples participation /steering group to support Anti Bullying work, feed into future activity and contribute to the development of the Anti Bullying strategy	Michelle Crawford	Dec-06	
2.31.1 (See 4.32.1)	MC MD	Sep-06	
2.31.2 (see 4.32.2)	MC MD	Apr-07	
2.31.3 (See 4.32.3)	MCMD	Jul-07	
2.31.4 (see 4.32.4)	MC	Dec-06	

Establishing systems and measuring confidence in their use.

2.32 Children and young people's confidence in the system for reporting bullying, harassment or discrimination at school or in the community.

2.32.1 To develop the existing ARCH database to record all incidents of bullying and harassment and implement across all city schools and community providers

MC MD

Apr-07

2006 - 2007 Establish data recording system for bullying and harassment

2.32.2 To achieve full compliance by all schools and community providers in using the system

MC MD ARCH implementation group

Jun-06

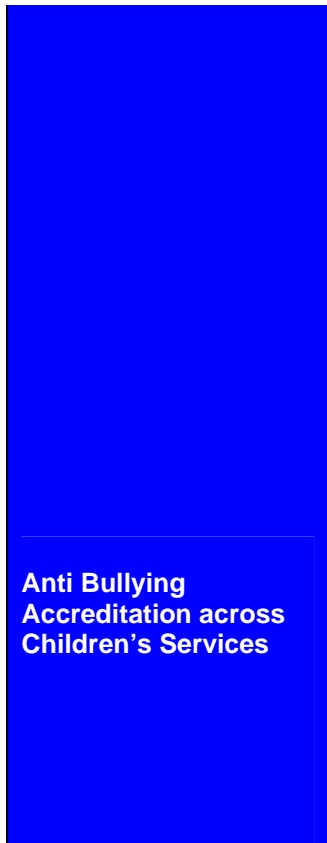
2.32.2 To establish a consultation and participation process with young people which allows us to accurately report on and measure their confidence in the systems we put into place.

MC RESPONSE Anti bullying team

Dec-06

Action Plan Medium – Long Term 2007 – 2008

Priority	Activity	Lead Officers	Timescale	Success criteria
Identify 25% Leverage funding for 2 nd Year of project		Michelle Crawford (MC)	September – January 2008	Uninterrupted service provision up to March 2008 in the first instance
		Mick Dunn (MD)		Bridging funding identified to maintain current service provision
Establish Mainstream funding Source	Anti Bullying Strategy approved by Children and Young Peoples Strategic Partnership	MC	December 2007	Anti Bullying team structure approved to incorporate extension of Service across Newcastle Schools and Communities
	Present CYPSP with resource proposal for extension of Anti Bullying Service		June 2007	
Identifying alternative funding sources to support Anti Bullying Strategy priorities	Explore alternative funding streams that address AB Strategy priorities	MC/MD	Sep 2007 – March	Identification of alternative funding and/or resource to support Anti Bullying development work e.g Community, Young People participation, Cyber Bullying, Disability bullying, Young Carers and Looked after Children.



**Anti Bullying
Accreditation across
Children's Services**

**Establish stronger
links with the
voluntary and
community sector
through the Anti
Bullying Steering
group**

**Develop Wider Anti
Bullying
Accreditation
framework and pilot
across division of
Children's Services**

MC

Fraser Gill
(FG)

**Network of Anti Bullying Provision accessible to
young people, schools and communities**

December 2007 Accreditation Pilot completed and evaluated across one
July 2008 division of Children's Services

**Develop research/
practice development
opportunities to
address specialised
areas of bullying
Behaviour as part of
wider children's
workforce
development**

**Develop Young
People's
participation work
further to involve in
Children's Workforce
development and
Accreditation
Framework**

September
2007 – July
2008

MC

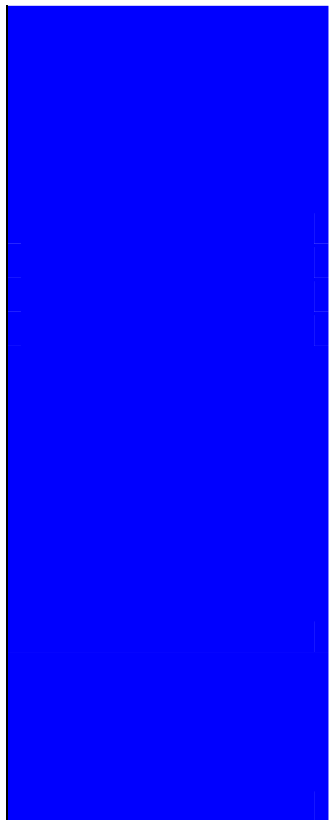
Anti Bullying
Team

**Develop links with
wider Community
Cohesion Strategy**

**Delivery of specific projects related to wider
community cohesion work e.g Holocaust Memorial**

**Hosting specific
Conferences across
Newcastle LA,
Community and
Voluntary Sector to
address issues**

**Early Intervention ,
Parental Support**





- At present, the vast majority of anti-bullying activity is funded through Children's Fund and NRF. From April 2007, the level of funding we can access to support anti-bullying work will be substantially reduced. To continue to drive forward this work and to enable the excellent practice developed over recent years to be further developed, then this work needs to be further funded to allow us to maintain support at its current level, and in a way which will enable the anti-bullying strategy to consider long term issues of funding and sustainability beyond the life of the current funding streams.
- Assuming additional funding to maintain at least current levels of support or better can be identified then the Anti Bullying Team would provide whole city support and look to develop input into broader community issues developing work in the area of discrimination in its widest sense. Links to existing groups including Safer Newcastle would be further developed.

Review date: 30th September 2007

Contact officer: Michelle M Crawford

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