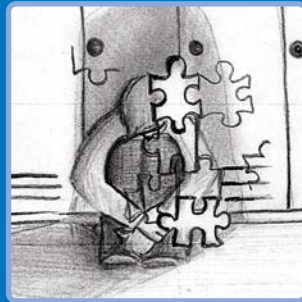


# Anti-Bullying Strategy 2008-11



Reducing Incidents of Bullying throughout  
the Bradford District





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## Introduction

Consultations with children and young people in the Bradford District consistently identify bullying as a safeguarding concern. The Children's and Young People's Plan 2006-2009 (CYPP) contains the pledge: "We will work together to make the District a place where children and young people from all communities and backgrounds feel safe and have opportunities to improve and enjoy their lives."

Agencies working with children and young people to effectively address bullying and the fear of bullying is a major contribution to delivering this pledge. It is for this reason that Bradford Safeguarding Children Board (BSCB) is leading the District in co-ordinating work to reduce incidents of bullying.

Each child or young person affected by bullying, whether as a victim or perpetrator, can experience fear, humiliation and violence. In extreme cases these experiences can have lasting consequences affecting health, relationships, education and employment prospects in adult life. The children and young people most vulnerable to bullying are often those already disadvantaged. It is for these reasons that all parents, carers and staff need to listen and respond when our children and young people tell us of their fear of bullying.

This strategy sets out a framework for children and young people and staff to work together to tackle bullying, to help ensure that the Bradford District is a great place in which to grow up and achieve.

### **Kath Tunstall**

Director of Children's Services  
and Chair of Bradford Safeguarding Children Board





Bradford Safeguarding Children Board has worked together with partners to develop a strategy that is aimed at tackling and reducing incidents of bullying across the District. This will help ensure that all children and young people across the Bradford District feel safe.

The strategy aims to provide both clarity and focus for all partner agencies. Bullying has to be tackled at a district-wide level and, to this end, investment and ownership from partner agencies is crucial. The strategy sets out what we want to achieve through the key programmes of work outlined.

### **This Anti-Bullying Strategy aims to achieve the following:**

- Children and young people have access to an appropriately-trained person they can talk to about bullying
- Children and young people are listened to in terms of shaping the anti-bullying agenda
- Policies and procedures are owned and have a positive impact on the community
- Incidents of bullying are reported and acted upon.
- A central record of incidents is maintained.
- Those who are most vulnerable or are at greater risk of being bullied are prioritised.
- Staff working with children and young people are appropriately trained.
- Children and young people have access to adequately supported peer-led mediation/mentoring programmes. All peer-led mentoring is adequately resourced.





Bradford Safeguarding Children Board has agreed the following definition of Bullying:

## Definition of Bullying

There are various types of bullying, but most have three things in common:

- 1 It is deliberate hurtful behaviour.
- 2 It is repeated over time.
- 3 There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

It can be inflicted on a young person by another young person or an adult

- 1 Physical - for example: hitting, kicking, shoving, theft
- 2 Verbal - for example: threats, name calling, racist or homophobic remarks
- 3 Emotional - for example: isolating an individual from games/activities, and the social acceptance of their peer group

There may sometimes be misunderstandings about the meaning of the term 'bullying'. One-off incidents which, whilst they may be very serious and must always be dealt with, do not fall within the definition 'bullying'.

**'Bullying can be mental, physical or verbal abuse. It happens over a period of time. It causes the victim to have little confidence and feel unhappy. This can lead to depression or suicide. Even though bullying is awful it makes the bully feel powerful. It needs to STOP'.**

Young People's Definition of Bullying devised by young people  
at a Bradford District school





## Five Key Priorities

The strategy contains five key priorities which are detailed later in this document. The priorities are:

- 1 Children and young people are actively involved in shaping the anti-bullying agenda.
- 2 Young people will be enabled to become peer education trainers and advocates for anti-bullying within their schools, youth groups or places where they live.
- 3 All agencies that work with children and young people follow up-to-date policies and procedures. They seek to prevent the occurrence of bullying. Measures to ensure incidents of bullying are responded to in accordance with their agencies' protocols.
- 4 Arrangements for reporting, monitoring and recording of bullying incidents across the District are used to inform future developments.
- 5 Agencies will work together to identify and develop support to meet the needs of vulnerable groups and develop targeted work to support their needs.

## 1. Children and young people are actively involved in shaping the Anti-Bullying Agenda

### Why is this important?

Consulting children and young people remains a high priority. Children and young people are playing an instrumental role in shaping the Anti-Bullying agenda across the District. The Young People's Sub-Group will work closely with the Anti-Bullying Co-ordinator.

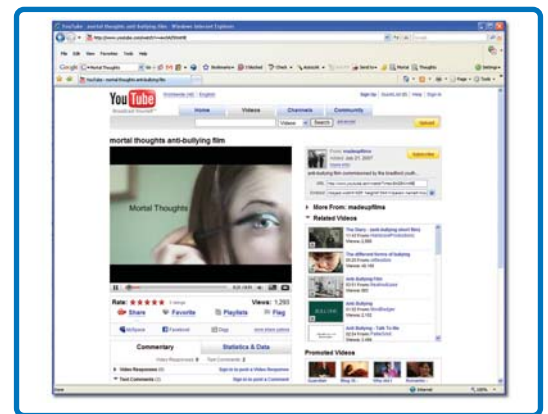
### Key Activities

- The Co-ordinator will seek opportunities to promote the participation of children and young people in all aspects of Anti-Bullying work.
- The Co-ordinator will use a range of mechanisms to consult children and young people, e.g. Youth Parliament, school councils, focus groups and surveys.
- There will be an annual Anti-Bullying event where young people will be involved in shaping the event.
- There will be a range of activities for children and young people that will raise the profile of Anti-Bullying.

### Example of good practice involving young people in Anti-Bullying work

A group of young people from across the District who had been affected by bullying, worked with Bradford Youth Service to produce a short film, 'Mortal Thoughts'.

This short film also has a training package and is available to all youth centres and schools. The young people led the project and designed story boards and the characters in the film. They wanted to produce a resource that could be used for both professionals and young people to highlight how bullying can seriously affect people's lives.





## 2. Young people will be enabled to become peer education trainers and advocates for anti-bullying within their schools, youth groups or places where they live.

### Why is this important?

Evidence shows young people are much more confident and comfortable in discussing problems with their peers rather than members of staff.

### Key Activities

- Training will be delivered to teams of staff on Anti-Bullying Champions in schools. Initially the Integrated Youth Support - Localities Team will take a lead role in delivering the training in secondary schools and youth settings.
- Organisations will be offered training for young people enabling them to become Anti-Bullying Champions for their setting.
- Service level agreements will be developed with the schools or youth settings and the Anti-Bullying Co-ordinator will define roles and responsibilities.
- Staff and young people will be trained together on Anti-Bullying issues.
- A named member of staff will support young people.

### Example of good practice enabling young people to become their school's Anti-Bullying Champions

A training package was developed in partnership with the Anti-Bullying Co-ordinator and an accreditation practitioner in the Youth Service. This was delivered in a Bradford District secondary school to sixteen young people from years 7 to 10.

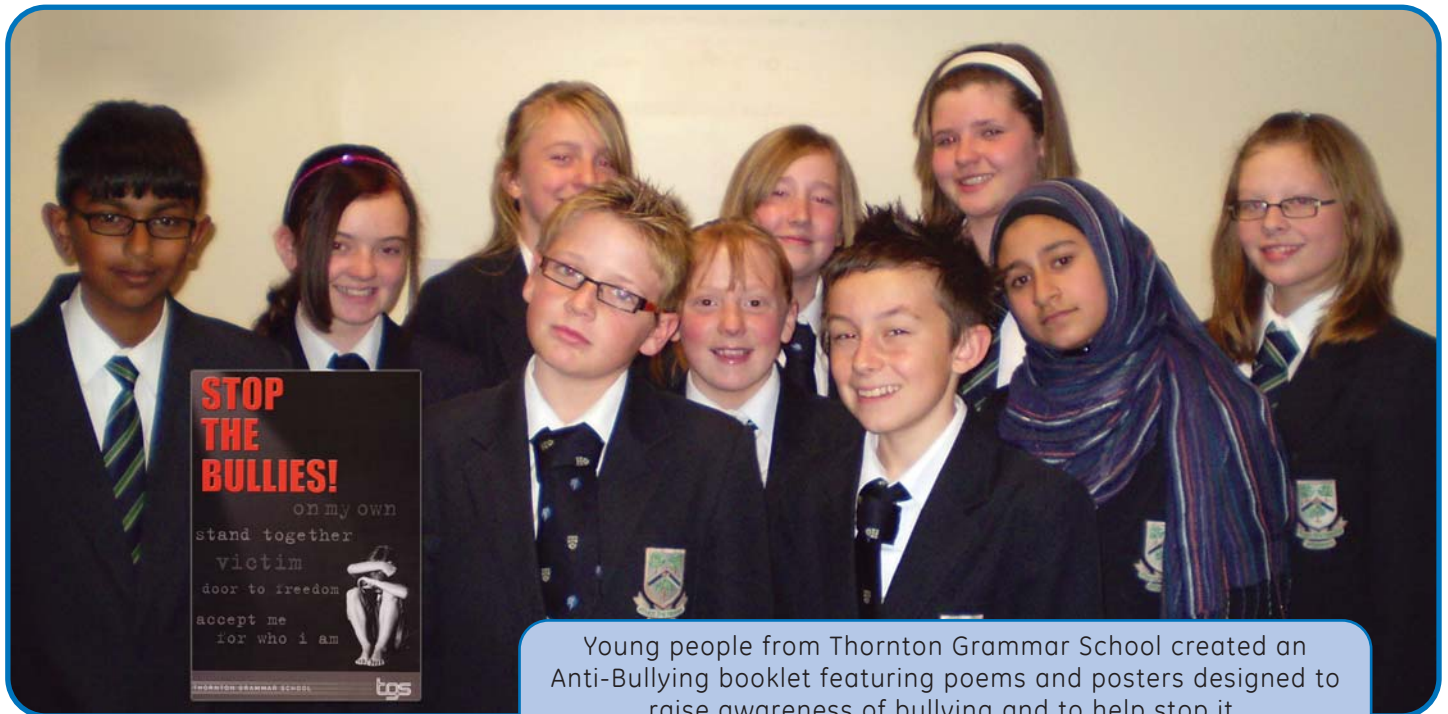
The young people participated in the training and then took a lead role to ensure all pupils at the school knew about their role by developing a role play and showcasing it in each year group assembly. The young people have led the way and now use their own private room during lunch breaks, where any young person in school can go for help with issues of bullying.



3. All agencies that work with children and young people follow up-to-date policies and procedures. They seek to prevent the occurrence of bullying. Measures to ensure incidents of bullying are responded to in accordance with their agencies' protocols.

#### Why is this important?

The Anti-Bullying Strategy recognises the wealth of experience and innovative work that already exists across the District to prevent and respond to incidents of bullying and will provide continuing support for partner agencies to build upon this work. This will be achieved by ensuring Anti-Bullying policies are integrated with existing policies and procedures. Evidence-based practice will inform future planning needs and practice by identifying what works well and recognising the need to invest in prevention rather than crisis intervention.



Young people from Thornton Grammar School created an Anti-Bullying booklet featuring poems and posters designed to raise awareness of bullying and to help stop it.



### Key activities

- To support partners to develop and review their anti-bullying policies and procedures regularly to measure their value, effectiveness and impact on the lives of children and young people.
- Partners will involve children, young people, parents, carers, whole school and community to develop anti-bullying policies.
- Anti-bullying policies will be displayed in all settings.
- To ensure that schools and youth settings have a range of anti-bullying initiatives orientated towards prevention and intervention based upon the needs of children and young people.
- Procedures are established to ensure all incidents of bullying are dealt with fairly and consistently.
- The National Healthy Schools Standard will be promoted to all schools.
- There will be an Anti-Bullying Policy tool kit available to all agencies.

#### **Example of good practice in involving the whole school community in writing anti-bullying policies**

A Bradford District secondary school recruited a group of young people from all years to develop their anti-bullying policy. They involved the whole community in the process, which means the policy is owned by everybody and is much more likely to be used.

The policy looks at tackling bullying, young people as be-frienders, safe zone areas for young people to go, reporting and recording incidents.



#### 4. Arrangements for reporting, monitoring and recording bullying incidents across the District are used to inform future developments.

##### Why is this important?

The implementation of a clear and simple framework to report and record incidents across the District is an important priority. The purpose of collecting this data is to monitor how effective the Strategy and Action Plans have been. Accurate baseline data will identify the prevalence of bullying. It will provide community profiles of bullying behaviour and inform ways forward and best practice.

##### Key Activities

- Identify and develop existing systems for recording, reporting and monitoring incidents of bullying across the District.
- Establish common agreement on the reporting and recording of bullying incidents across the District to ensure accurate baseline data informs future planning needs and identifies best practice.
- Protocols are established and evaluated to share information collected to enable targeted work where appropriate.
- Analyse evidence collected to provide community profiles of bullying behaviour and benchmark indicators to measure the effectiveness of the Anti-Bullying Strategy.
- Organisations will report all forms of bullying.

##### Example of good practice reporting, recording and monitoring

School nurses carry out a health needs assessment with young people in schools in years 7 and 10. This asks two questions 'are you being bullied?' and 'do you worry about bullying?' If there are any issues or concerns they can quickly be identified and dealt with.





5. Agencies will work together to identify and develop support to meet the needs of vulnerable groups and develop targeted work to support their needs.

**Why is this important?**

This Strategy recognises there are vulnerable groups and individuals who are at greater risk of being victims or perpetrators of bullying. The impact of bullying is more severe on vulnerable groups. As a partnership we will aim to identify vulnerable groups and look at ways to minimise the risks of bullying. This will be achieved by the Co-ordinator identifying key agencies who already work with vulnerable groups and in partnership will look at developing strategies, and ways forward, to support agencies in developing anti-bullying work specific to the needs of the children and young people they work with.

Within each key agency the Anti-Bullying Champion is responsible for ensuring policies, procedures and effective monitoring is established within their agency. This key professional will have support from the Anti-Bullying Co-ordinator and the Anti-Bullying Practitioners Networking Group.

### Statements from Anti-Bullying Champions

“To be an Anti-Bullying Champion means that I can help the school and community to stop bullies and help the victim become more confident.”

“To me, being an Anti-Bullying Champion means supporting others in their struggle against bullying, and helping them regain confidence.”

“Being an Anti-Bullying Champion is a privilege. During my time here I would like to make a difference by helping supporting victims who each day are affected by bullying.”

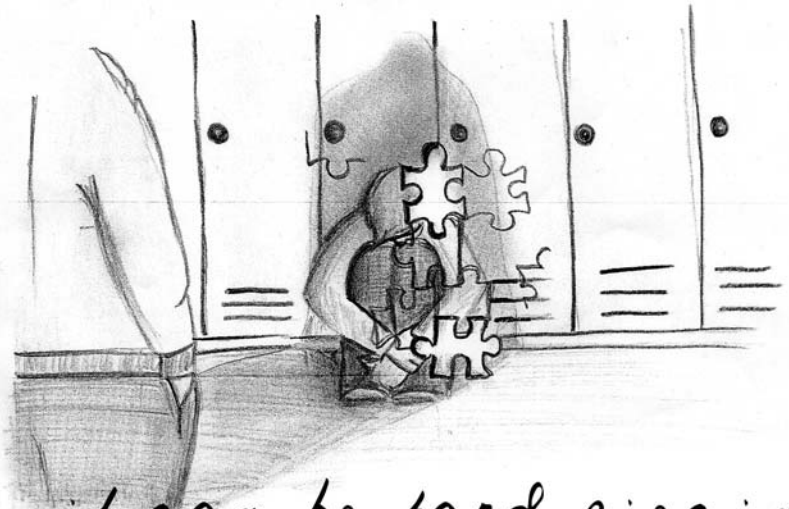
“For me, being an Anti-Bullying Champion is a very big thing as I think I can make a difference to the school. By setting an example to the rest of the students to show bullying will not be tolerated. Bullying causes distress to victims in a place where they should be comfortable. This is not acceptable.”

“To me, being an Anti-Bullying Champion does make me feel quite proud, and makes me want to learn more about bullying and help others.”

## Key Activities


- A pool of trainers will enable professionals to deliver training to colleagues, ensuring they can work with children and young people on issues around bullying and keeping themselves safe
- Key agencies and Anti-Bullying Champions will be identified to deliver a range of interventions.
- There will be opportunities for key agencies to share good practice and ideas at the Anti-Bullying Practitioners Networking Meetings.
- Bespoke training will be available to professionals

*Bullying...*



*...it can be hard piecing  
your life back together*

We will continue to raise the profile of Anti-Bullying in schools and youth groups by encouraging young people to participate and contribute in the development of materials and strategies to tackle and prevent bullying.



### Example of good practice in identifying need and tailoring training packages to meet the needs of vulnerable groups

A training needs analysis was carried out. From this it was identified that there was no anti-bullying training for social care staff. With this in mind a basic one day awareness training programme in anti-bullying has been developed to enable staff to work more effectively with this vulnerable group of young people. The Anti-Bullying Co-ordinator and a Senior Residential Practitioner at ACRES (Adolescent Crisis Response Service) worked together to develop a programme. This was delivered as a pilot programme to the ACRES staff team and has proved to be highly successful in that the training helps staff to:

- 1 Identify what bullying is
- 2 Identify different types of bullying
- 3 Understand signs and symptoms
- 4 Identify vulnerable groups
- 5 Knowledge of strategies
- 6 Understand the consequences

Positive feedback from delegates included "very informative, the trainers provided new and useful information, the training personally changed my views on how we can address bullying and move forward as a team positively."

From this training package the ACRES team will be able to use the knowledge they have gained in beginning the process of developing an anti-bullying strategy, incorporating unit policies and procedures and be able to work in a holistic way in terms of anti-bullying. They will also be confident in working with young people who are victims or perpetrators of bullying.





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