APPENDIX A

Directorate of Children's Services

Isle of Wight Anti-Bullying Strategy for Children

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Introduction

What is Bullying?

Definition

1) Bullying is not easy to define and is often complex in its nature. It is crucial that professionals can make a clear distinction between relational conflict and bullying.

Relational conflict	vs	Bullying
Equal power		Imbalance of power
Happens occasionally		Repeated negative action
Accidental		Deliberate
Remorseful		No remorse
Effort to solve problem		No effort to solve problem

2) Bullying can be physical, verbal / non-verbal, psychological, emotional or a combination of the above. It can be done directly or indirectly, via third parties, or via other means such as text messaging, e-mails or in Internet chat rooms.

3) To define whether a specific incident can be determined as 'bullying' is dependent on the perceptions of those involved. It is the acceptance of these perceptions that is key in responding to and managing a bullying incident.

4) Building on the definition given by the Department for Education & Schools(DfES) 2007 Now known as The Department for Children, Schools and Families(DCFS), we believe that

> ***Bullying is hurtful behaviour. It can be a one-off incident and if not addressed, can lead to repetition over a period of time. It can be carried out by individuals or by groups. It can be emotional, physical, racist, sexual, verbal, homophobic or a combination of these in nature. It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, not recognizing someone, ridicule or other action such as spreading unpleasant stories and gossip, sending text messages, e-mailing and telephoning.***
>
> ***All bullying can make an individual feel threatened, humiliated and unsafe.***

This is within the context of any prejudicial and/or discriminatory belief.

5) As recognized by the Children's Commissioner bullying is far from being a specifically childhood phenomenon "in fact, there are clear links between the amount of adult aggression to which children are exposed and their involvement in bullying behaviour." (Bullying Today Nov 2006)

6) An objective of the Children and Young people's plan is to 'Improve emotional well-being and mental health (by reducing bullying, alcohol and substance misuse). Consultations with children and young people have identified bullying as a significant issue. (Appendix 1)

7) The members of Isle of Wight Children and Young People's Trust recognises that everyone has the right to live in an atmosphere free from victimisation and bullying. It acknowledges the depth of children and young people's, parents and carers concerns about bullying across the County.

8) A multi agency approach to tackling bullying is required that works in close collaboration with local schools (extended schools and children's centres) and their anti-bullying policies, statutory and voluntary services who have contact with children and young people. The anti- bullying strategy will reflect the Council's values and vision by being outcome focused with a clear management and review structure as described in the implementation plan.

9) Following widespread concerns about the effects of bullying there is a growing expectation from children, young people, parents and professionals that bullying will be effectively dealt with. These expectations are reinforced by a legal obligation, official advice and guidance and, in certain circumstances, pressure from the media. However, parental and professional expectations concerning the development of an anti-bullying strategy should not be seen in isolation but rather within the whole context of relevant legislation, educational guidance and other appropriate strategies. (Appendix 2)

10) It is through the development of this wide ranging strategy, that the Isle of Wight Children and Young People's Trust aims to deliver a joined-up approach in preventing, responding and monitoring bullying incidents wherever it occurs in the community.

11) The members of the Trust recognise that there is a wealth of experience and innovative work already existing across the Island in preventing and responding to relational conflict and bullying amongst children and young people (Appendix 3). However, it also recognises that more work needs to be done and this strategy will provide greater opportunities to promote and share best practice at local, regional and national levels in order to address bullying in a more effective and co-ordinated manner.

12) As the Isle of Wight Children and Young People's Trust develops the integration of children's services, there is increasing emphasis on all agencies working together to identify and support vulnerable children and those at risk. The Trust therefore expects all relevant stakeholders to demonstrate their commitment to the implementation of key aspects of this strategy through their policies, practices and management processes. The members of the Trust acknowledge that the success of the anti bullying strategy will take time to impact on the lives of children and young people, but is confident that, by actively sharing the aims and expected outcomes outlined in this document, it will make a substantial difference to enable all children and young people to feel safe and free from harassment or bullying across the county; essential to effective learning.

Aims of the Strategy

- To develop a framework that is consistent in its approach in preventing, responding to and monitoring bullying across schools and the Island community
- To create an environment where children and young people feel safe, respected and valued
- To build on best practice both locally, regionally and nationally
- To develop local policies across agencies
- To raise the profile of bullying and it's effects on children and young people's emotional health and well-being
- To have an improved understanding of Island issues

Benefits of the Strategy

- Improved safety for children, young people and adults
- Improved standards of behaviour and attendance at schools
- Raised Standards
- Increased self-esteem and motivation
- Improved communication and trust amongst all parties
- Improved social competence for life

National Context

13) A summary of surveys of bullying conducted between 1997 and 2002 (Smith 2005) concludes that bullying is a continuing problem and is perceived as such by the majority of pupils even when they think their school is good at dealing with this.
A further study by Oliver and Candappa (2003) sponsored by the DfES concluded that over half (51%) of primary (54%) of secondary school pupils thought that bullying was 'a big problem' or 'quite a big problem' in their school. Just over half (51%) of pupils in Year 5 reported that they had been bullied compared with just over a quarter (28%) of pupils in year 8.

14) The evidence suggests a possible slight decrease in bullying with positive results from a variety of interventions, including solution focused brief therapy; bully courts; mentoring by older pupils; training pupils in the implementation of peer support schemes, buddying and befriending, particularly in primary schools and lunch time activity clubs in secondary schools. Circle time; active listening and counselling approaches; working with parents; improving school grounds and co-operative group work were all related as successful by schools responding to an evaluation of a second edition of the Government's anti-bullying guidance for schools "Bullying: Don't Suffer in Silence" (2000)

15) More research is needed regarding which are the most effective interventions for different situations. Whether it is better for schools to target bullying directly or focus more on the class climate and relationships is not yet conclusively established.

16) Since September 1999 Local Authorities (L.A.) have had specific duties to combat bullying. Schools must have anti-bullying policies and procedures and LA's must ensure that they comply with their duties.

17) In September 2005 the Government published 'Every Child Matters: Change for Children', sets up a framework of five outcomes under which Local Authorities should organise and evaluate their work with and on behalf of children and young people.
The five outcomes are:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well Being

18) Priority national targets and indicators are related to these and Inspection judgements are derived from them.

19) Staying Safe from bullying and discrimination is the third aim under **Stay Safe**. Developing positive relationships and choosing not to bully or discriminate is the third aim under **Make a Positive Contribution**.

20) The relevant indicator under **Stay Safe** is the % of 11-15 year olds who state they have been bullied in the last twelve months.

21) The relevant indicator under **Make a Positive Contribution** is the % of 10-19 year olds admitting to

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

22) The 'Every Child Matters' Agenda supports other Statutory legislation for Local Authorities and any settings that involve children and young people. A summary can be found in Appendix 2.

23) In November 2006, the Children's Commissioner, Professor Sir Albert Aynsley-Green highlighted bullying and the harm it causes and committed his office to tackling it. To deliver on that commitment, the Officer of the Children's Commissioner published a series of reports that coincided with Anti-Bullying Week. The Children's Commissioner believes that children and young people need to be actively involved and engaged in seeking solutions and as a Children's Rights Issue, by supporting one another, a change in peer culture can be achieved. This 'perspective sees Children and Young People as responsible actors in their own lives.' (Bullying Today, November 2006)

Local Context and Strategic Priorities

24) A series of local policy developments have highlighted the need for a joined-up approach to bullying.

- **The Isle of Wight Children and Young People's Plan 2006-2009**
  One of the five priorities is to reduce the incidence and fear of bullying. The first year aim is to focus on improving the reporting of bullying with year 2 and 3 focusing on the reduction of bullying incidents.
- **The Isle of Wight Local Area Agreement**
  Issues of bullying, domestic violence and racial incidents highlighted as cross cutting issues.
  One goal within Children and Young People's Block is to reduce the incidence and fear of bullying, with a reduction of reported incidents as the performance indicator.
- **The Isle of Wight Council's 'One Island' Change Management Plan** highlighted a key action was to implement an Anti-bullying Strategy and helpline measured by the number of incidents reported in schools and the number of schools with an anti-bullying policy.
- **Joint Area Review 2006 Action Plan**
  Issue 5-Reduction in reported incidents of racisms in and out of school
  Issue 9-Improve emotional health and wellbeing of children and young people

For a full version of each plan/policy, please refer to www.eduwight.iow.gov.uk

25) These policy developments have been informed by a series of consultations and are supported by an analysis of admissions to St. Mary's Hospital, work initiated by Hampshire and IOW Constabulary based in Newport and the Senior Education Welfare Officer report 'Bullying Incidents in Schools-September-December 2006'. Each report demonstrates the need for a Children and Young People's Trust Strategy for many reasons including clarification around definition, consistency of collation and analysis of data and factors that will influence outcomes. These factors include differentiation between bullying and assault, peak times and places when bullying is reported and types of bullying. For copies of each report, please refer to Appendix 3.

Other related policy agenda's include

- Comprehensive CAMHS Strategy
- National Service Framework
- Inclusion Strategy
- Equalities Strategy
- Primary and Secondary Behaviour Support Plan
- School Improvement Plan
- Community Safety Strategy
- National Healthy School Strategy

26) Since September 2006, a focus group of key stakeholders* has been established to reflect and share perspectives around preventing and responding to bullying incidents. The group has identified existing good practice and begun to work together to find solutions to combat bullying. This has been used to inform the development of this document.

*27) Key Stakeholders are defined within this document as individuals or groups who have shown particular interest in supporting and delivering the operational strands of the strategy and their intended outcomes

Monitoring and Accountability

Qualitative Outcomes	Quantitative Outcomes
• An increased level of confidence in responding to situations involving bullying by children, young people, parents, carers and key stakeholders. • Increased celebration of young people making a positive contribution in their communities: both school and geographical.	• Increased reporting of incidents followed by reduction in reported incidents of bullying over a period of time • A reduction in number of pupils refusing to attend school due to bullying. • A reduction in the perceived fear of bullying. • Increased number of CYP reporting positive solutions/outcomes after a bullying incident has been responded to.

The key outcomes of this strategy will be more fully reflected in the implementation plan

28) The outcomes will form the structure by which information will be collated and reported against particularly in relation to the Children and Young People's Plan and the Joint Area Review Action Plan:

- Issue 2 - Developing and Implementing an Inclusion Strategy
- Issue 5 - Analyse reported incidents of racism and provide feedback to schools on the nature of incidents and resulting action to assist them with prevention
- Issue 9 – Implement a strategy and delivery plan to ensure that comprehensive Child and Adolescent Mental Health Services (CAMHS) meet the needs of young people
- Issue 10- Develop and Implement a comprehensive preventative strategy

Operational Developments and Delivery

29) There are five key operational strands which underpin this strategy. It is against operational strands that proposed activities have been identified and will provide benchmark indicators against which the key outcomes will be measured. All activity relates to the outcomes within the Children and Young People's Plan. For more details, please refer to the Implementation plan in Appendix 4.

Strand One: Children and Young People's Participation

30) Consultation with children and young people to develop relevant service provision is a priority for the Children's Trust. Effective responses to bullying incidents are a priority in the Children and Young People's Plan, based on consultation events such as the Big Day Out , the Wight 2 B Heard conference and Tellus Surveys. The Youth Council will also be invited to join the focus group. It has been recognised that a more focussed consultation around specific issues will be necessary to understand the full context for children and Young People, their parents and carers. The outcome of this research will impact on the delivery of the other four strands.

Strand Two: Managing the use of data

31) A priority within this strand is to implement a simple and clear framework to report and record bullying incidents across the county. Accurate baseline information will inform annual audits of the prevalence of bullying, provide community profiles and inform best practice. As children and young people begin to feel that bullying is not acceptable, they will find it easier to tell an adult – therefore reports of bullying may increase before they decrease. Any activity will be linked with the Children and Young Person's Plan and subsequent review and Annual Performance Assessment.

Commission	**To establish common reporting system by piloting the Sentinel Package**
Provide	**Align current data sources across all members of the Children and Young People's Trust**

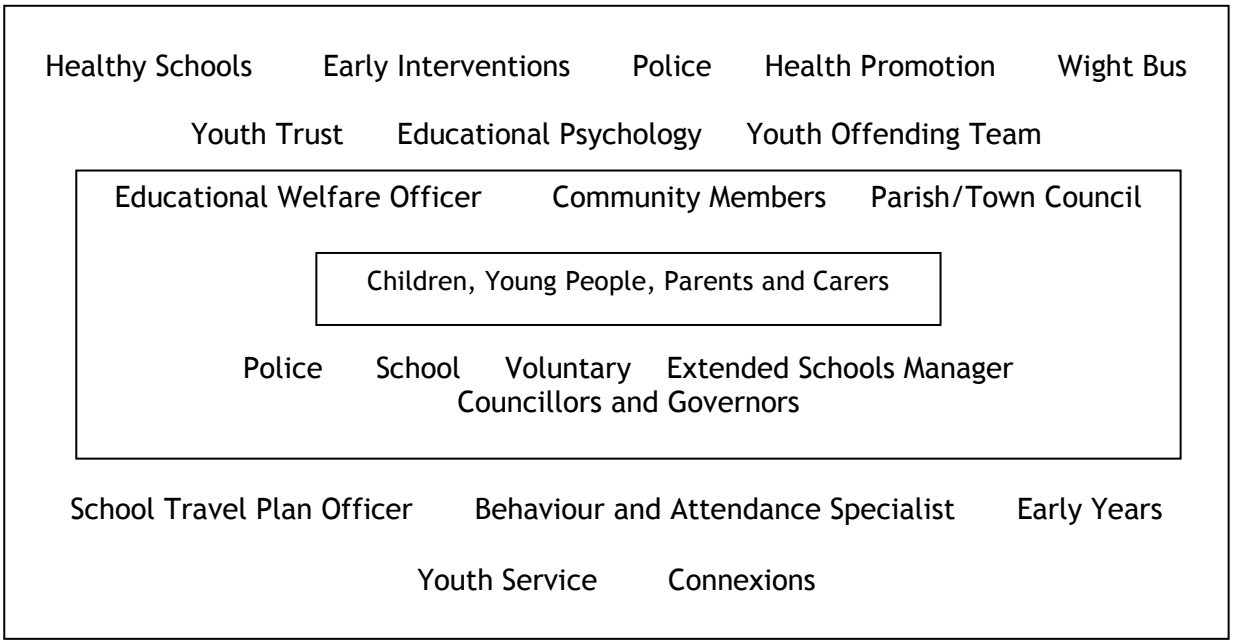
Strand Three: Encouraging Best Practice

32) This strategy acknowledges the wealth of experience and innovative work that already exists across the county to prevent and respond to incidents of bullying and will provide continuing opportunities to build upon this work.

Commission	**Schools and agencies to participate in annual audit of practice**
Provide	**Access to training with clear identification of support personnel**

Strand Four: Making Partnerships work

33) The vision for this strand is for local communities, supported by a variety of agencies, to lead on development of provision in their local area. This would be done with support from key members of the Children and Young People's Trust.



34) The strategy will also support the continuation of an anti-bullying focus group that will share good practice, monitor and provide evidence against outcomes. These will feedback into the Children and Young People's Trust.
This group will develop a sense of shared values, based on the principles of the Children and Young People's Trust. These are

- Outcomes
- Equality
- Sustainability
- Cohesion

35) This sense of purpose is linked directly to the operational strands and will include representatives from a range of youth settings, statutory and voluntary sectors. This group will also provide a forum for the views and concerns of Children and Young People, Parents and Carers through designated representatives.

Commission	**Local Communities to develop a network to support parents, carers and their children and young people.**
Provide	**A network of support agencies in supporting the local community**

Strand Five: Internal and External Communication

36) Key Stakeholders, children and young people and their parents/carers will receive regular and up to date information about the progress of the strategy and other local,

regional and national anti-bullying initiatives and events, through a range of formats e.g. local media releases, reports, newspaper articles, newsletters and websites.

Commission	**Develop a range of information and support mechanisms for Children, Young People, parents and carers.**
Provide	**Regular monitoring and feedback on the progress of the strategy to Children, Young People, parents and carers.**

APPENDICES:

Appendix 1
What Children and Young People say
Consultations with Children and Young People around bullying

- **Education Resource Information Centre (ERIC 1)** 9-13th July 2001 surveyed 1184 young people, 209 identified bullying as a major issue with 81% said if they needed help, advice or support in there was no one to help them. Out of 832 11 young people rated bullying as the issue they would most like to change.
- **Education Resource Information Centre (ERIC 2)** May 2003 surveyed 2600 young people found that many young people feel safe in public places, however some reported feeling very unsafe and that some young people have seen victims of serious crimes.
- **The Big Day Out in 2003** 18% of participants 5 to 13 year olds rated stopping bullying as their most important issue.
- **The Big Day Out 2004** 22% of 5 to 13 year olds rated stopping bullying as their most important issue.
- **The Big Day Out 2007** 41% of young people did not feel safe from bullying in their local area. (187 participants)
- The 2004 **Crime Audit** by Safer Communities surveyed 1170 11-16+ year olds. One of the headline priorities children and young people identified was stopping bullying.
- **The Wight 2B Heard Conferences** in 2004, 2005, 2006 and 2007 identified bullying as an issue.
- 13.3% of respondents on the consultation on the priorities of the **Children and Young People's Plan** identified stopping bullying as the most important area for improvement.
- **Tellus 3 Survey 2008** 32% of young people worry about being bullied, 34% reported having been bullied once or more in the last year whilst at school and 19 % reported being bullied once or more somewhere other than at school

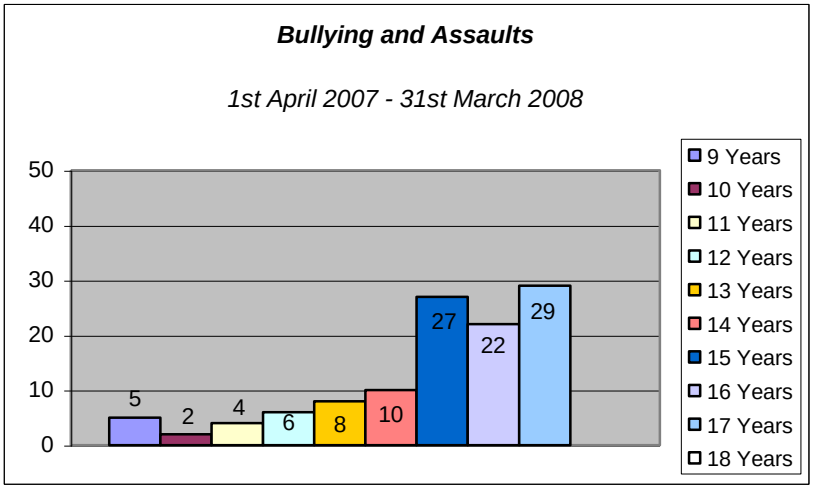
Appendix 2
Relevant legislation, educational guidance and other appropriate policies

- The **United Nations Convention on the Rights of the Child**, containing a number of articles relating to the issue of bullying, including Articles 12, 19 and 28
- The **Human Rights Act 1998**
- Section 175 of the **Education Act 2002** sets out the requirements for governing bodies in relation to the welfare of children in their schools
- **DfEE (1999) Social inclusion: Pupil support (Circular 10/99),** outlines the duties of head teachers with regard to bullying
- The **Race Relations Amendment Act 2000**

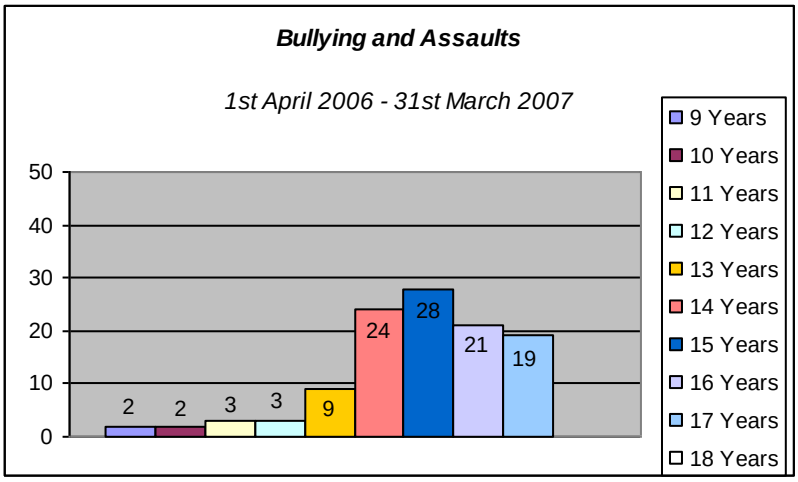
- The **Disability and Discrimination Act 1995 and 2005**
- White paper '**Higher Standards, Better Schools for ALL'** 2005
- **Equality Act (Sexual Orientation) Regulations 2007.**

- **SEN, House of Commons Education and Skills Committee, third report of session 2005-2006**
- **Bullying Around Race, Religion and Culture, DfES 2006**
- The new **Ofsted inspection framework** requires inspectors to evaluate and report on the extent to which pupils feel safe from bullying and assess how effectively schools deal with bullying incidents, racism and racial incidents
- **Education and Inspections Act 2006** places a duty on governing bodies to promote well-being and community cohesion, and to take the Children and Young People's Plan into consideration
- The **National Healthy Schools** guidance states that schools should have ' a policy and code of practice for tackling bullying'
- The **Emotional Literacy Agenda** also provides schools with the opportunity to equip children with the necessary emotional and social skills to help them combat problems with bullying
- **IOW Parenting Strategy (Draft 2008)** informs current parenting provision on the Isle of Wight and advises how to access appropriate services**.**
- **Obesity Project**

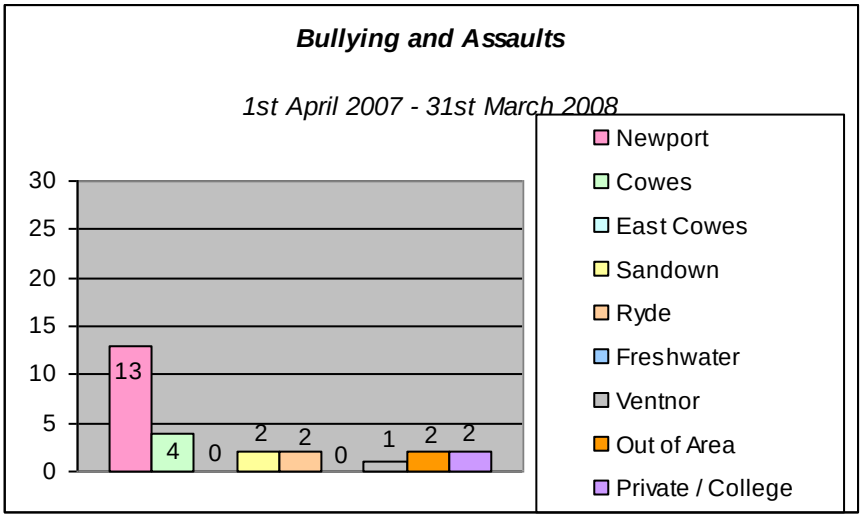
Appendix 3
Local Context
NHS Admissions to Hospital



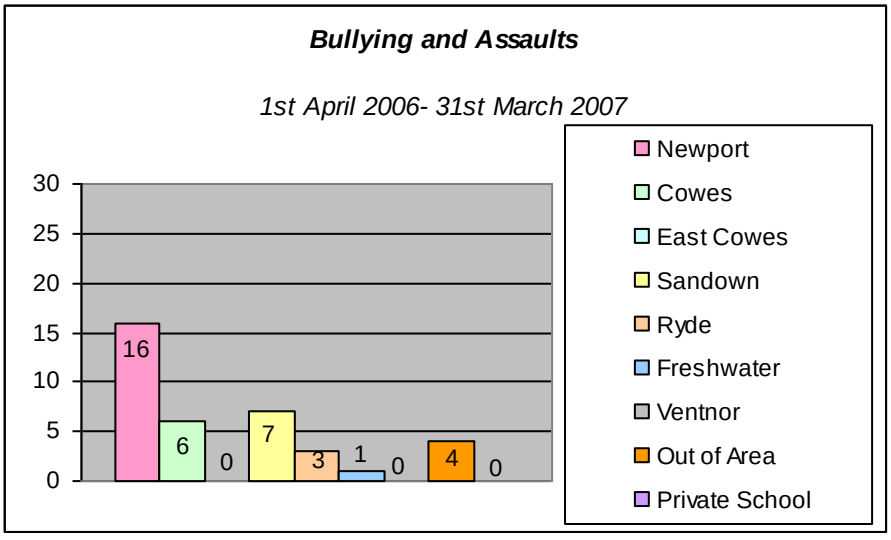
Total = 113



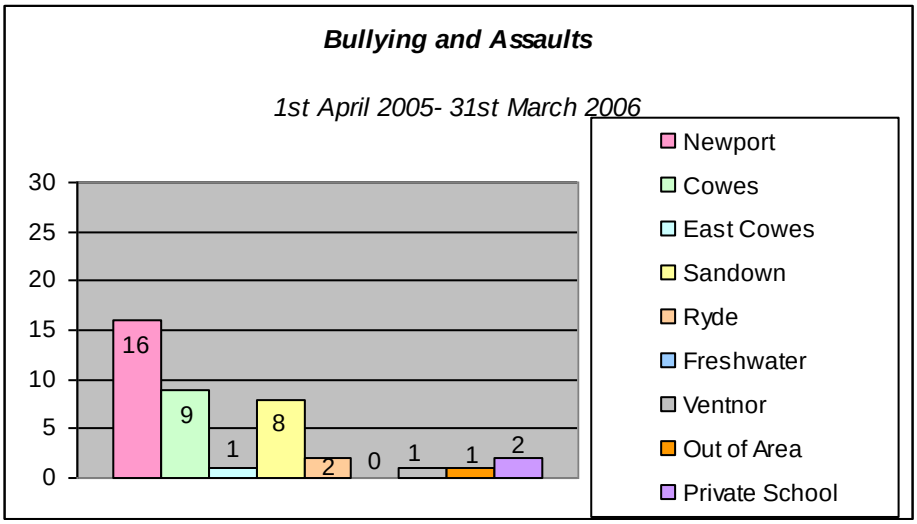
Total = 111



Total Grand Total = 113 Incident not on school premises = 87



Grand Total = 111 Incidents not on school premises = 73



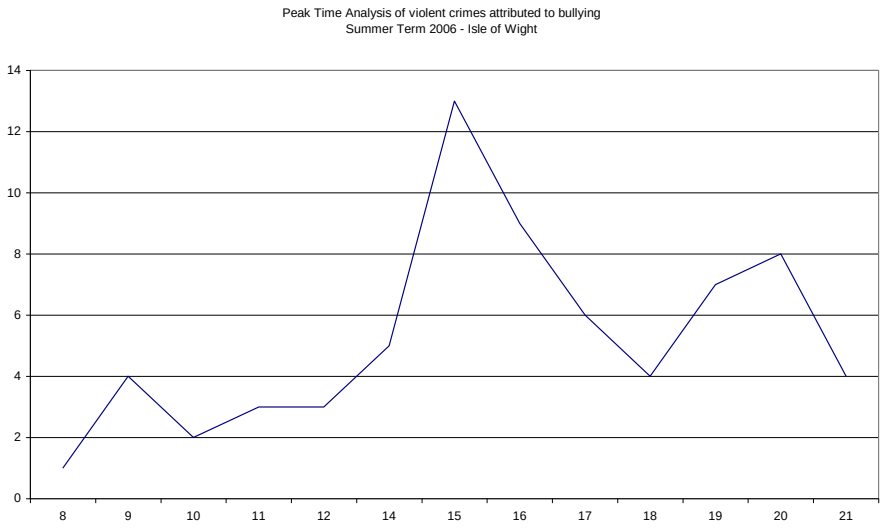
Grand Total = 41 Incidents not on school premises = 1

Hampshire Constabulary Report

37) Common Assault and Actual Bodily Harm offences recorded between 21st April and 24th July 2008 – which represents the Summer Term for schools on the Island.

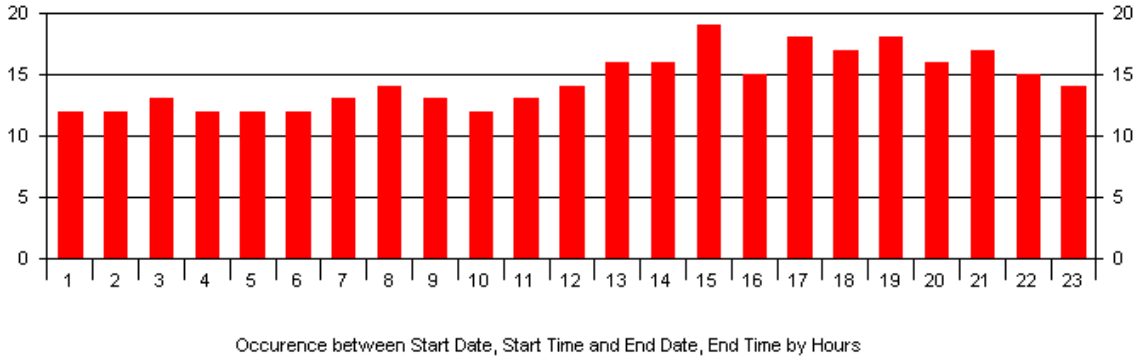
38) There are 62 offences of common assault or ABH recorded during the Summer Term which can be defined as Bullying – which has been defined for the purposes of this analysis as occurrences where both the aggrieved and suspect are juvenile, excluding any inter-family incidents. There is also one GBH offence that can be attributed to bullying.

39) All the occurrences reported took place between 08:30 and 22:00, with the most significant peak at between 15:00 and 16:00 hours.



Isle of Wight Common Assault Offences
Summer Term 2008 (21/04/2008 – 24/07/2008)
Those with Victims aged <18 on last day of Summer Term 2008

Peak Time Analysis for offences:



Senior Education Welfare Officer Report on Bullying Incidents in Schools September 2006 – December 2006

40) In writing this report statistics have been sought from Schools, exclusion data and the education welfare service. Wide ranging statistics have not been sought before and in seeking information two significant factors have come to light:

1. There is a lack of consistency across the sector in recording of bullying incidents
2. There is not a consistent definition of 'bullying' being used and where there is a definition this is open to individual interpretation

On asking for statistics a working definition was given as:

41) "Bullying is deliberately hurtful behaviour. It can be a one-off incident, but more commonly it is repeated over a period of time. It can be carried out by individuals or by groups. It can be emotional, physical, racist, sexual, verbal, homophobic or a combination of these in nature. It can take the form of name-calling, threatened violence, actual violence, intimidation, isolation, ridicule or other action such as spreading unpleasant stories and gossip, sending text messages, e-mailing and telephoning. All bullying is designed to make the victim feel threatened, humiliated and unsafe." (DfES)

(N.B. At the time of asking for stats this was the working definition agreed by the Anti-Bullying Strategy Group and is subject to change following further consultation)

Findings

42) There are 46 Primary Schools, 16 Middle Schools, 5 High Schools, 2 Special Schools and 2 Pupil Referral Units (PRU's) on the Isle of Wight who were asked to submit data. 26 Primary's, 4 Middle Schools, 1 High School and 1 PRU returned data requested. 16 Primary Schools submitted a nil incident return.

Type of Incident	Primary	Middle	High	PRU's	Total
Racial	0	0	2	1	3
Homophobic	0	0	0	3	3
Physical Assault	15	31	5	10	61
Threatened Violence	9	4	7	4	24
Malicious Gossip	0	12	10	0	22
Text / E-mail / Telephone	0	1	2	0	3
Intimidation	4	7	2	5	18
Verbal	12	16	5	9	42
Sexual	0	0	0	0	0
Other	2	3	0	0	5
Total	42	74	33	32	**171**

43) Exclusion Data was examined across all schools and related to 7 categories (see below). There was nil exclusions for all Primary's and PRU's, 6 Middle schools and 1 special school.
The number of exclusions related to the 7 categories varied greatly in High Schools with a range from 1 – 30 (1, 3, 6, 20, 30). The range in Middle schools was from 1 – 8 (3x1, 3x2, 1x3, 1x4, 1x7, 1x8)

Type of Incident	Middle	High	Special	Total
Threatening Behaviour to Pupil	5	12	0	17
Weapon threat to Pupil	0	0	0	0
Bullying	2	3	1	6
Physical Assault on Pupil	21	42	2	65
Verbal Assault on Pupil	2	1	0	3
Sexual Behaviour to Pupil	0	2	0	2
Racist	2	0	0	2
Total	32	60	3	**95**

44) Within the Education Welfare Service there were 7 out of 9 responses received. 2 nil returns were received and 23 reported incidents of bullying which were cited as reasons related to low attendance.

Type of Incident	
Racial	0
Homophobic	0
Physical Assault	5
Threatened Violence	7
Malicious Gossip	2
Text / E-mail / Telephone	1
Intimidation	2
Verbal	6
Sexual	0
Other	0
Total	23

45)Incidents reported through the anti-bullying text / phone line have reduced since its launch with only 3 phone calls and two texts received during the period of this review. The initial calls to the text line were following its promotion and have gradually reduced since then – this probably means that in order for young people to use this facility it will need to be regularly promoted within schools and other environments which young people use.

Conclusion

46) There were a significant number of bullying incidents reported during the period data was requested alongside a significant number of exclusions that could be related to the working definition. However this is only a snapshot as only 45% of schools submitted a return for bullying incidents overall. (56% Primary, 25% Middle and 20% High). Given the data reported from both Middle and High Schools the number of reported incidents could be as much as 225% higher if all forms had been returned.

47) This report is very limited in that he has only asked for basic information and was open to interpretation by individuals. Some schools raised some important issues in submitting their data:

1. There is no common agreed definition of bullying that is worked to by all schools and it is important to distinguish between relational conflict and bullying.

2. Some incidents reported in school have taken place outside of school but spill over into the school environment therefore are they still classed as school incidents? This particularly related to Cyber bullying.

3. Apart from racist incidents and exclusions no other data has previously been requested and may be recorded in format different to what was asked for in this report

4. Incidents of bullying and physical assaults on staff were not requested

RECOMMENDATIONS

48) There is currently a multi-agency group working on developing an anti-bullying strategy and work plan, to be completed by the end of December 2008 and presented to council members after this date. Some of the recommendations for this report will be part of the strategy.

1. All schools will adopt and work to the same definition of bullying

2. Sentinel Incident reporting software to be introduced to all schools over the academic year 2009. Schools need to be supported in reporting incidents of bullying recognising that when this is first implemented figures are likely to rise before they fall.

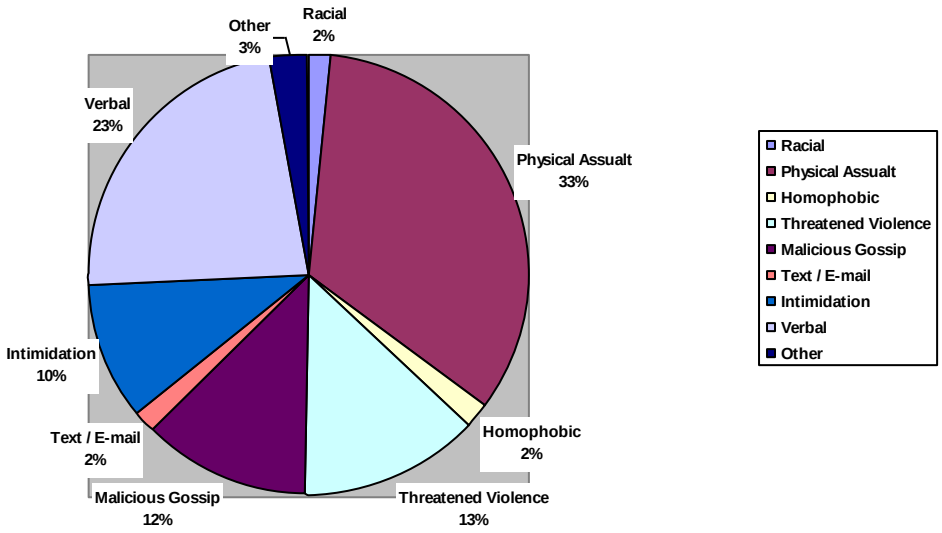
3. Work to be done with school link inspectors / behaviour consultants / school management teams and staff so that there is agreed guidelines for reporting incidents of bullying

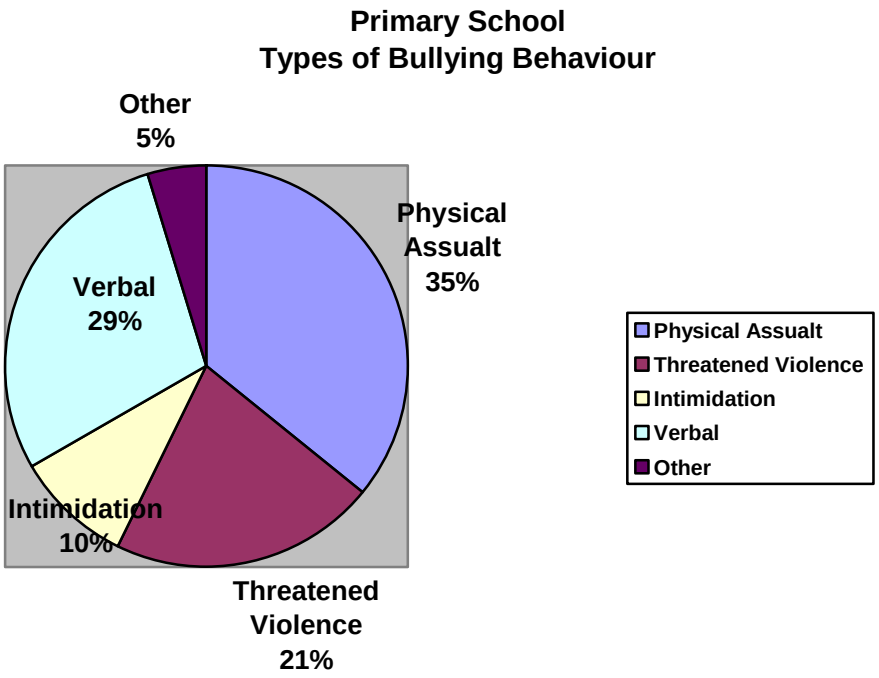
4. Training and support for staff is needed in recognising and managing bullying incidents

5. Data requested is used to inform practice and support the development of anti – bullying work.

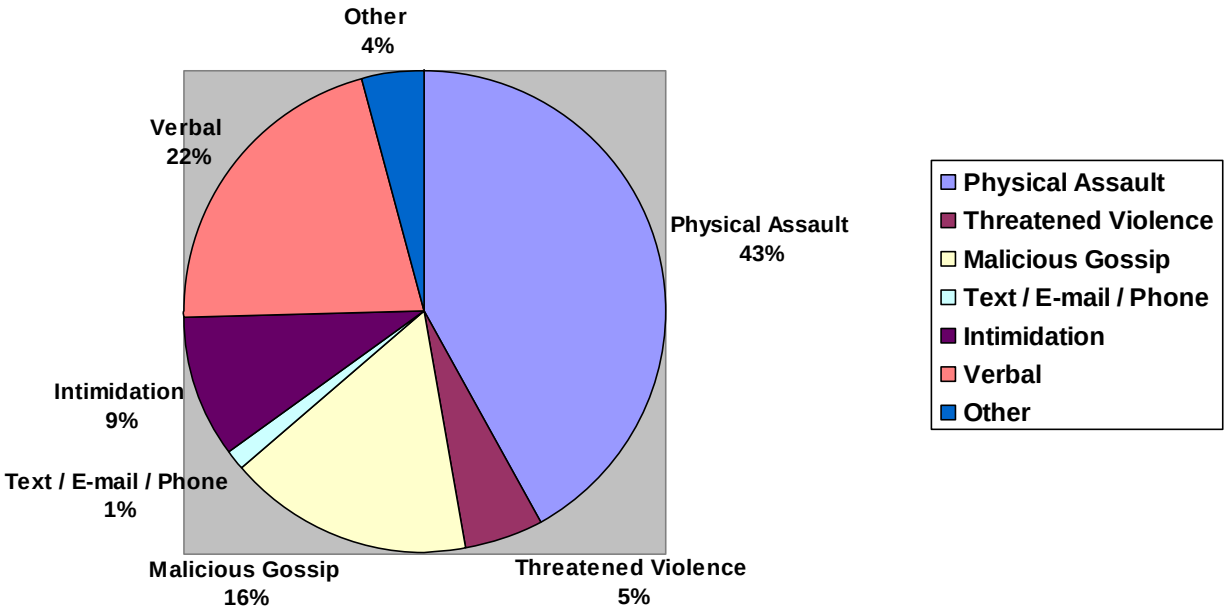
Appendix 1

Total Number of reported Incidences of Bullying

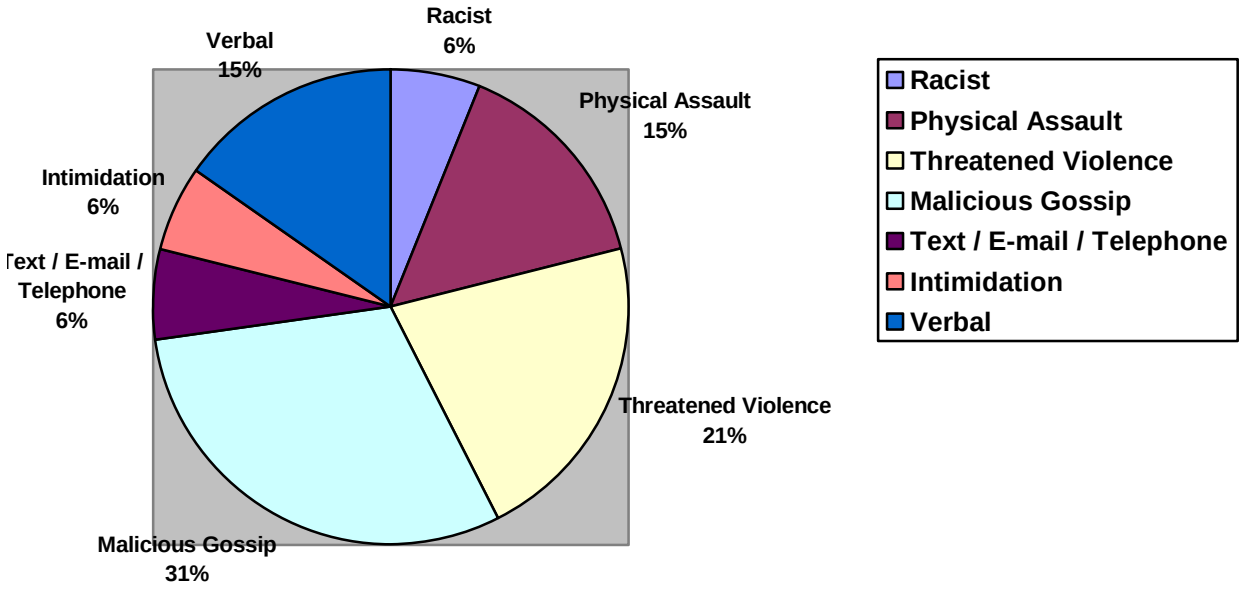



Primary School
Types of Bullying Behaviour
Other
5%
Physical
Assualt
35%
Verbal
29%
Intimidation
10%
Threatened
Violence
21%
Physical Assualt
Threatened Violence
Intimidation
Verbal
Other

Middle School
Types of Bullying Behaviour



High School
Types of Bullying Behaviour



Identified Anti Bullying Activity

The Isle of Wight Children's Fund has supported the development and running of the Social Inclusion Primary Pupil Support.

49) This produced a professional package of curriculum support for primary and middle school aged children and young people to address bullying, support friendship formation and add to Personal Health and Social Education (PHSE) programmes as part of Healthy Schools. This included friendship groups, Brain Gym, and Protective Behaviours. This is part of the Island approach to prevent bullying. Over 800 children and young people have been given direct support that has helped them in stay in school.

The Isle of Wight Children's Fund supported the development and running of the Early Interventions Team (EIS).

50) The team supports children and young people and their families providing improved access to services and opportunities to develop their potential. These include mentoring, diversionary activities and one to one support to promote changes in lifestyles and behaviour so children do not get into trouble with the police and do not become involved in crime. The team supports 50 children, young people and their families each year who are identified as being at the Highest Risk of committing a crime. 86% of these young people do not enter the Criminal Justice System following the involvement of the team.
The EIS team and their associated partners are also contributing to implementation of the Common Assessment Framework.

Connexions

51) Connexions works with young people aged 13-19, and up to age 25 for young people with learning difficulties and/or disabilities. It is an information, advice and guidance service which aims to help young people make good choices about their education and career options, and their lifestyles. It provides a network of Personal Advisers operating from the educational establishments on the Isle of Wight and from a public centre in Newport. The majority of Personal Adviser work is carried out on a 1:1 basis, and where incidents of bullying are disclosed to a Personal Adviser on school or college premises, the policy of the educational establishment concerned is followed. Where appropriate, referrals are enabled to the wider network of support agencies on the island.

52) Connexions are committed to contributing to the island's anti-bullying strategy, and provide a representative on the anti-bullying working group. Connexions are working with the local authority to implement protective behaviours training, and has trained a number of its own staff in this with a view to enabling expansion of the approach. Connexions jointly project manages Wight 2B Heard and through this all-island conference for 13-19 year olds, has provided an opportunity for young people to raise their concerns about bullying and has provided a series of prompts and the support mechanisms to help partner organisations address these.

The Connexions Team became part of the Local Authority in April 2008.

Isle of Wight Diversity Link Group

53) This group provides a starting point for agencies to communicate and share their good practice. It also enables the Local Authority to have clear objectives and outcomes for Equality and Diversity for children and young people on the Island. This will support colleagues and provide an avenue for joined up multi-agency working.

National Healthy School Programme

54) A national programme based on the whole school approach and integrated with four core themes. These are

- Personal Social Health Education (PHSE) including Sex and Relationship Education (SRE) and Drug and Alcohol Education (including tobacco).
- Emotional Health and Well Being (EHWB) including bullying
- Physical Activity (PA)
- Healthy Eating (HE)

55) This is monitored through a multi-agency Quality Assurance Group, which receives a school's submissions four times a year. Schools identify key outcomes, both qualitative and quantitative, to demonstrate the impact of their Healthy Schools work.

Social and Emotional Aspects of Learning (SEAL)

56) Following the successful introduction SEAL through the Healthy Schools programme the strategic lead for this has been transferred to Learning and Achievement. A local SEAL strategy ensuring a whole school approach on supporting and developing the SEAL agenda is in place making a difference to the emotional health and well being of children, young people and adults as well as impacting on achievements and standards. Primary SEAL has been available to schools since 2005 and Secondary SEAL was introduced in 2007 enabling middle and high schools to engage with the taught aspects of the approach within Key Stage 3. Social and Emotional Aspects of Development (SEAD) has recently been launched for use in early years' settings. In 2007 41% of Primary and Middle Schools were actively using the materials.

Helpline

57) In response to a perceived local need the police in Newport ran a pilot helpline over a number of months to deal with particular issues and, in the interests of developing this work collaboratively the local authority and the police together with representation from Safer Communities and the voluntary sector, joined together to develop this work.

58) The important feature was to ensure that either parents or pupils had, as far as was reasonably possible, their concerns listened to and responded to. It was for this reason that Education Welfare Officers were identified as key personnel in delivering support in their broader welfare role. Education Welfare Officers were also key since they are aware of the impact of bullying on self-esteem, mental health and non-attendance issues. Technologically the text messaging system led the enquirer through a series of responses in order to arrive at a solution, be it an alternative advice line or the contact for a member of staff.

59) The free phone helpline routed all non-emergency calls through to Thompson House in order that these could be followed through by the Education Welfare Officer. Calls received were responded to on the next working day – with feedback to Thompson House, that contact face to face or telephone has been made, within 24 hours. The provision for the free phone contact was contracted through Wight care, with a dedicated free phone number on a dedicated phone line.

60) The pilot has identified the need for a dedicated coordinator to manage the phone and text service. Whilst the phone line is still active the text line has been deactivated until such time that appropriate response time can be safely delivered. As part of the strategy action plan a web based reporting system is to be put in place which will also allow further consultation with children and young people. If this highlights the need for the text system it will be reviewed and appropriate support put in place.

61) Phase One of implementing the web based reporting will take place at Ryde High School from December 2008 with a projected roll out to all participating schools by September 2009.

Appendix 4 Implementation Plan

Action Plan 2008-2009 Outcome: to continue to develop an anti bullying strategy that reflects local need and is agreed by all the stakeholders involved.				
Task	Timescale	Person Responsible	Resources	Success Criteria
1.				

Children and Young People's Participation
- Explore ways in which a piece of focused research can be undertaken
- Survey of young people
  - Agreed survey
  - Survey completed
  - Analysis and action plan from survey
- Establish a reporting system for CYP
  - Link with Sentinel programme to develop web based reporting
  - Pilot web based reporting
  - Launch Island wide web based reporting
	March 09
	
	Mar 09
		Commissioner for Parenting & Family Support
		
		Safeguarding Officer
			None
			
			No additional cost as contract already established.
			Time needed for completion.
			
			No additional cost as analysis included within contract.
			Time needed for completion.
			Promotion material costs to be established.
				Detailed research proposal established.
				
				Survey established.
				Surveys completed by % of CYP in-line with statistical norms.
				Analysis reflected in changes to policy.
				
				Web based system established through iwight.com and used by % CYP between March – July 09.
				Analysis is reported widely.

Children and Young Peoples Participation - Establish A young peoples forum to include membership from youth council and other youth groups to contribute to development and monitoring of the strategy.	January 09	Representation from Youth Council	Costs for sundries	Strategy will be modified to 6th Monthly review the contribution and feedback from the youth council and other participation / focus groups will be made available on the iwight website.

Managing the use of data - Establish an agreed survey for each Key Stage that can be used during Anti Bullying Week - Establish a reporting system for CYP - Meet with partners to share definition and use to collate statistical information - Establish with partner agencies clear mechanisms for collating information of reported bullying incidents and how this will be shared with Local Authority Designated Officer	Nov 2009 and annually thereafter	As Above As Above Focus Group	As Above As above	As Above

Encouraging Best Practice
- Establish a clear procedure for agencies to follow when children and young people report incidences of bullying followed by:
  - A baseline audit to measure positive outcomes.
- Training needs analysis
  - Repeat questionnaire to measure confidence levels of managing and responding to AB issues.
  - Range of anti bullying initiatives to be established
	March 09
	
	October 09
		Focus Group
		
		Focus Group
		
		In partnership with workforce development
			As above	Audit established.
				Audits completed by % of staff in-line with statistical norms.
				Analysis reflected in changes to policy.
				
				Schools and youth services will have a range of ant bullying initiatives orientated towards prevention and intervention based on needs of children and young people

Making Partnerships work - Re-establish focus group party - Identify ways in which strategy can be incorporated into team plans and other LA strategies and policies	January 09	Commissioner for Parenting & Family Support Childrens Trust Co-ordinator Strategic manager policy and performance Focus Group	None	Visible thread through individual team plans. Links with other Local Authority Strategies via eduwight website
Role for Councillors and Governors and Senior Officers. - Promotion of Anti Bullying Strategy and school policies to reduce bullying **Internal and External Communication** - Seek advice from Communications Team about ongoing awareness raising of activities - Opportunities for regular monitoring of strategy are identified	Ongoing Ongoing Yearly review	LA Councillors and School Governors and Senior Officers. Focus Group	None None Costs for advertising key events to be established. None	Increased awareness in order to reduce the number of Children and Young people who experience bullying. Planned and sustained programme of awareness raising through media. Regular reporting opportunities identified.

Appendix 5
Roles and agencies involved in the working party.

Children and Young People
Parents and Carers
Behaviour and Attendance Specialists
Children's Rights and Participation Officer for Children and Family Services
Children's Services (Social Care)
Children's Trust Development Advisor
Connexions Personal Adviser
Community Rail Partnership
Early Interventions
Education Psychology
Education Welfare (Senior Officer)
Healthy Schools Lead Officer
Health Promotion
Isle of Wight College
Police
Schools Primary, Middle and High
School Travel Plan Officer
Southern Vectis
Youth Service
Youth Offending Team
Youth Trust

Appendix 6
Further Sources of Information
Local
Connexions on 525927 or the Personal Advisor in your school
Education Welfare Officer on 533523
Youth Trust on 529569
Samaritans on 521234
Freephone line
Eduwight www.eduwight.iow.gov.uk
Family Information Zone 821999
Green Goldfish

Regional and National
Anti Bullying Alliance www.anti-bullyingalliance.org.uk
Barnardo's www.barnardos.org.uk
Bullying Online www.bullying.co.uk
Childline www.childline.org.uk
Children's Legal Centre www.childrenslegalcentre.com
Department of Education and Skills www.dfes.go.uk/bullying
Each www.eachaction.org.uk
Every Child Matters www.everychildmatters.gov.uk
Kidscape www.kidscape.org.uk
National Children's Bureau www.ncb.org.uk
National Council for Voluntary Youth Service www.ncvys.org.uk
National Healthy School Standard www.healthyschools.gov.uk

National Youth Agency www.nya.org.uk
NSPCC www.nspcc.org.uk
OfSTED www.ofsted.gov.uk
Parentline Plus www.parentlineplus.org.uk
Relate www.relate.org.uk
Schools Health Education Unit www.sheu.org.uk
Teachernet www.teachernet.gov.uk
Victim Support www.victimsupport.org.uk