

## **Torbay Community Anti-Bullying Strategy 2015 - 2019**

### **Vision**

For children, young people and the community to know that Torbay is a great place in which they can live, play, learn and achieve. All children and young people will be given information and support to deal with any prejudicial behaviour and discrimination they may experience so they can lead healthy and happy lives.

### **Introduction**

Our community believes that everyone has the right to play, learn and work in a safe environment, free from harassment or prejudicial and discriminatory behaviour.

The damaging effects of bullying are long term and far-reaching, impacting upon personal and social development as well as educational attainment and long term achievement. Every week over 1 million children are bullied in the UK and 20 children commit suicide each year because of it. Bullying is not acceptable behaviour and, wherever possible, the community of Torbay wants to prevent it.

This strategy will provide a framework for all schools, youth organisations and the wider community providing services to children and young people up to the age of 25 to build safe and supportive environments where all forms of bullying and harassment are minimised and positive relationships are fostered.

The 2014 -2019 Torbay Children and Young People's Plan states that one of its priorities is to ensure "children and young people will be safe from harm" and this will be accomplished by providing "a range of support services for those affected by...bullying." This strategy sets out how this will be achieved.

### **What do we want to achieve?**

For Torbay to move forward, members of the community, alongside relevant agencies, must work together to provide the necessary support to victims in our area to reduce incidences and the impact of bullying. The development of this Anti-Bullying Strategy brings together a number of agencies and organisations committed to supporting the following objectives: -

- To reduce incidences of bullying.
- To establish a culture of intolerance to bullying through the promotion of policies and practices which prevent or reduce opportunities for bullying to arise by identifying the potential for a bullying incident and dealing swiftly, fairly and sensitively with any which do.
- To increase the likelihood that incidents are disclosed to responsible adults.
- To ensure that bullying is taken seriously by everyone and that effective intervention is used when bullying happens, primarily through a restorative approach.

- To educate people about diversity, tolerance and differences so that bullying can be prevented in the first place.
- To ensure that every agency puts into place a selection of approaches for dealing with bullying when it occurs, so that others can learn from the actions taken.
- To combat the stigma attached to being a victim of bullying.
- To raise the profile of the negative effects of bullying on children and young people's emotional health and well-being, life chances and achievement.
- To involve parents, carers, children and young people in developing and implementing anti-bullying strategies.
- To invest in developing the workforce to understand its role in dealing with bullying and harassment. To ensure that the workforce is equipped with the skills and resources to support young people in the community.
- To embed equal opportunities, celebrate diversity and be responsive to individual needs and differences.
- To promote the highest standards of emotional intelligence and care for others.
- To value multi-professional contributions to solving the complex issues.

## **What is Bullying?**

### Definition

There are various definitions of bullying. Here in Torbay we have adopted the Anti-Bullying Alliance definition in order to ensure common understanding across all agencies and organisations and therefore consistency in response to incidents of bullying.

The Anti Bullying Alliance defines bullying as *“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”*<sup>1</sup>

There are also times when a single action can escalate into a bigger situation bringing distress to the individual(s) concerned.

Anyone can instigate or be a victim of bullying, regardless of gender, age, ability or disability, class, social group, sexuality, ethnicity or cultural background and the nature of bullying is changing and evolving as technology develops. It can happen anywhere including in the home, at school, at work and in many other places. There is the potential for it to happen 24/7, giving the victim no escape. Estimates of the number of young people who are bullied range between a third and two thirds and it is one of the biggest issues faced by them. Bullying must always be taken seriously and addressed.

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<sup>1</sup> <http://www.anti-bullyingalliance.org/about>

Bullying is often aimed at certain groups e.g. because of race, religion, gender, disability or sexual orientation. It can also be about appearance, ability, age or where a person comes from or lives. Other groups, including young carers, those with mental health issues and children in care, are also at greater risk of bullying. For more information, please see *appendix one*.

Bullying can include hitting, kicking, taking belongings, destroying belongings, name calling, insulting, jokes, spreading nasty stories about someone, excluding someone from social groups, ridiculing, taunts, gestures, humiliating someone and more.

There are many reasons a person may become a bully, including their own characteristics such as personality; and environmental factors such as parental attitudes, low self esteem, lack of clear boundaries, being bullied themselves, peer pressure or lack of support for victims.

Bullying relies on observers and onlookers/ bystanders doing nothing to stop the bullying and therefore tackling bullying is the responsibility of every person and agency in Torbay.

Bullying cannot be tackled by one group alone. All members of the community must be part of the solution and in particular the family unit. Bullying behaviour can be triggered by issues at home such as lack of parental responsibility in teaching clear boundaries, as well as domestic violence. It may be hard for children and young people to accept that behaviours at home are bullying or abusive and tackling this will be important to reducing bullying behaviour in other settings.

### Cyber Bullying

Cyber bullying is bullying via any electronic means. It is also illegal. It differs in significant ways from other types of bullying. For more information on cyber bullying and how to tackle it, please see *appendix three*.

### Why does it matter?

Bullying has many negative effects on a victim's physical and mental health including:

- feelings of loneliness, stress, fear, depression, anxiety and insecurity.
- lack of self esteem and confidence.
- not wanting to attend school, resulting in higher truancy rates and lower academic achievements.
- physical symptoms including lack of appetite, nightmares, stomach aches, panic attacks and headaches.
- social withdrawal and the inability to form friendships.
- increased risk of self harm, misuse of drugs and alcohol, and suicide.

There are also negative impacts on bystanders and the bullies themselves, who are more likely to engage in risky and violent behaviour.

Local evidence gathered from groups identified as at risk includes the following – most members of groups such as LGBT young people, those with disabilities or young carers have experienced bullying, including name calling, internet bullying and physical attacks with one person having their clothes set on fire. They often feel adults do not take the issue seriously and would like support through peer mentoring, specialist teachers, websites and a text messaging service.<sup>2</sup>

For more information on the research into the effects of bullying, please see *appendix two*.

### **What is currently being done?**

#### Locally

Within Torbay each organisation that works with children and young people should have an anti-bullying policy. Children and young people have access to various agencies for support to reduce bullying, including from the local authority. There is also support available within the voluntary and community sector. For more information please see *appendix four*.

#### Nationally

Nationally there are many organisations that offer support and help to victims of bullying and those working with them. Links and information about these can be found in *appendix five*. It is expected that all professionals working with young people will familiarise themselves with, publicise and use the resources.

### **What will we do?**

To effectively reduce bullying in Torbay will require a range of approaches across the whole of the community. The Education and Inspections Act 2006 places the responsibility primarily upon schools and the strategy reflects this.

#### 1) Torbay Anti-Bullying Kitemark

The central component of this strategy is an Anti-Bullying Kitemark Award given to schools and organisations that work with children and young people.

All those organisations working with children or young people which implement best practice measures, supported by relevant policies, procedures, systems and training for all staff and volunteers, will be granted the Torbay Anti-Bullying Kitemark. For more information see *appendix six*.

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<sup>2</sup> Beat Bullying: Torbay Healthwatch Young People's Consultation Results September 2013

## 2) The Restorative Approach

Torbay believes in the value of the restorative approach to bullying and there is good evidence that restorative practice delivers a wide range of benefits for schools and communities (see *appendix two*).

It is the expectation of the community that all those working with young people will receive training in the restorative justice approach and use it in their practice. Training in the Restorative Approach will be offered.

## 3) Information and Resources

The Community Directory will ensure that information about anti-bullying on the council's website is accessible to both young people and adults and will maintain a database of anti-bullying resources for use by schools, community groups and other professionals. A uniform set of resources will be created for use by schools and community groups across the bay to ensure quality standards.

## 4) Celebrating Diversity Group

A Celebrating Diversity group made up of community representatives will continue to monitor, update and oversee this strategy, and ensure tackling bullying remains a priority. This group will be accountable to the Youth Trust.

## **How will we measure success?**

Success will be measured in the following ways -

- The aspiration of the community is that every organisation that works with children and young people will achieve gold standard in the Kitemark. We expect that within four years, 100% of schools and 60% of other community organisations working with young people will have applied for and achieved the Torbay Anti-Bullying Kitemark. This will ensure that children, young people, parents and carers can be confident that policies and practices are in place across educational settings and extracurricular organisations to ensure children are kept safe from harassment and bullying.
- Organisations who apply for the Kitemark will be expected to undertake annual surveys of staff and young people to measure the levels of bullying within the bay and the ability of professionals to deal with the issue. This data will be reported to the Celebrating Diversity Group, Youth Trust, Youth Parliament and TSCB.
- The Youth Trust, through the Celebrating Diversity Group, will monitor and evaluate the impact of this strategy and update it as required. Torbay Council Children's Services safeguarding service will also advise schools regarding the strategy.

## **Conclusion**

In conclusion, bullying is a significant concern for young people in Torbay and it can have serious effects on their lives.

The community of Torbay will not tolerate bullying, prejudice or discrimination in any form and wants to stop it.

It is the responsibility of every member of the community to tackle bullying and this strategy sets out how this can be achieved.

As a key legal responsibility upon schools, and a vital element of the local authority's responsibilities regarding troubled families, safeguarding and corporate parenting, it is vital that all agencies work together to successfully deal with bullying behaviour.

Although a lot is happening to deal with bullying, more can be done and this strategy sets out how the community intend to do this.

The central component of the strategy is the Torbay Anti-Bullying Kitemark which makes clear the expectations of the community upon all organisations working with children and young people in tackling bullying behaviour. It will form the key measure of success. The implementation of this needs to be pursued through consultation with schools. Alongside this is a commitment to promote the restorative approach to tackling bullying and the provision of information and resources for professionals working with children and young people. Further initiatives will be developed by the Celebrating Diversity Group over time.

The community of Torbay believes that by working together, adopting best practices and listening to the voices of young people, we can significantly reduce bullying in the bay and improve the life chances of all children.

## **Appendix 1 – Groups Vulnerable to Bullying**

Bullying happens to many people for many reasons or even no obvious reason, however, some groups may be at higher risk of bullying than others due to perceived differences. There can also be crossover between any of the following groups. These are:

**Race** – “The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.”<sup>3</sup> There is a duty under the Equality Act 2010 to tackle Racism and promote good relationships between different cultural groups. Some people may not understand English well which can prevent them being aware of the services available. In recognition of this fact, information from this document will be provided in their language. There may also be an issue of bullying between members of a different ethnicity which may not be picked up on by staff and training in this will need to be provided.

**Religion** - Faith based bullying involves being taunted, excluded, or abused physically, emotionally or verbally on the grounds of religious beliefs, affiliation to a given religion, perceived religious identity, or sectarian view by others, including those of other religious groups or belief systems.”<sup>4</sup> This may include perceived cultural differences in manner, demeanour, dress or appearance. This is a protected characteristic under the Equality Act 2010.

**Disability** - Disabilist bullying is bullying someone because they have a disability, learning difficulty or mental health issue. It is also bullying someone because they have a disabled family member or friend. It can include bullying that exploits a particular aspect of sensitivity to sensory stimuli. It also includes bullying those with special educational needs (SEND). Under the Equality Act 2010, all public bodies have a duty to have regard to the need to eliminate discrimination and harassment on grounds of disability and promote positive attitudes towards disabled people. Tackling disabilist bullying is a key part of fulfilling this duty.

**Gender** - Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior. Young people’s expectations and attainment can be limited by sexist attitudes. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

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<sup>3</sup> Bullying around Race, Religion and Culture, DfES 2006.

<sup>4</sup> Beat Bullying Interfaith Report Nov 2008

Sexual bullying can be defined as bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological. Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate. It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in the school. Young women and girls are disproportionately experiencing sexual and sexist bullying. Young women and girls report that it has become a normal part of their everyday lives. It is because of the gender stereotypes and social norms surrounding female identity that they experience sexual, sexist bullying.

Transphobic bullying stems from a hatred or fear of people who are transgender. 'Transgender' is used as an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.

Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience Transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.

Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying. Anyone whose expression of their gender identity may be interpreted as different from wider cultural or social norms of being male or female may experience bullying related to this.<sup>5</sup>

**Sexual Orientation** - Homophobic bullying is bullying someone because of their sexual orientation, whether actual or perceived. This includes gay, lesbian, bisexual or transgendered young people (LGBT). Homophobic bullying includes using words like "gay", "poof", "lesbian", "lezza", "queer" or "batty boy" as insults against a person or calling things and objects "gay." Using the word "gay" in a negative way creates a climate of fear and intimidation for LGBT young people. Use of this word must always be challenged.

The 2012 Schools Report<sup>6</sup> produced by Stonewall showed that Homophobic bullying is widespread in schools and that 55% of LGBT pupils have experienced bullying. 99% of young people hear the phrases "you're so gay" or "that's so gay" and 96% hear even worse homophobic language. Three in five LGBT pupils say teachers who witness the homophobic bullying don't intervene and only half of gay pupils report that their schools say homophobic bullying is wrong (37% in faith schools). 32% of LGBT pupils change their future educational plans because of bullying. 41% have

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<sup>5</sup> A quick guide to Safe to Learn: Preventing and responding to sexist, sexual and transphobic bullying Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying – DCSF 2009

<sup>6</sup> [http://www.stonewall.org.uk/at\\_school/education\\_resources/7957.asp](http://www.stonewall.org.uk/at_school/education_resources/7957.asp)



thought of taking their own lives and a similar number self harm. Regulations under the Equality Act 2010 outlaw discrimination on the grounds of sexual orientation in the provision of 'goods and services', including those provided by public bodies.

**Children In Care** - Looked after Children are among the most vulnerable to bullying because of their circumstances and will often not have a stable support network to help them deal with the problem. A national OfSTED report in 2009<sup>7</sup> showed that half of children in care were afraid of prejudice and bullying if people found out they were in care. There may often be a perception among the general public that they are bad, uncontrollable or troublemakers and this needs to be challenged.

**Young Carers** - Some children and young people provide regular and ongoing care and emotional support to a family member who is physically or mentally ill, is disabled or misuses substances, including alcohol. This responsibility can leave young carers vulnerable and impact significantly on their emotional or physical well-being, educational achievement and life chances. Often this will affect young carers ability to participate fully in school and college life or in work. They are therefore more at risk of bullying because they may be seen as isolated or perceived as being "different." They may be teased or ostracised because of their families circumstances or problems, they may have an untidy appearance or they may be withdrawn, depressed and unconfident.

**Mental Health** – Children and Young People experiencing mental health issues may be more likely to be victims of bullying and less able to cope. Bullying will exacerbate mental health issues and could result in more serious consequences. Evidence of self harm such as scars or cuts can lead to further bullying and a stigma attached to the person who is then labelled "mad."

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<sup>7</sup> <http://www.ofsted.gov.uk/node/2353>

## Appendix 2 – Research

### Bullying

Research for the Department of Education found that over half of primary and secondary school children thought that bullying was a big problem at their school.

In a 2003 study<sup>8</sup> by the Thomas Coran Institute on behalf of ChildLine 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.”*

In 2011, a report<sup>9</sup> by the National Centre for Social Research showed bullying was responsible for 18% of school absences and was the reason in 18.4% of cases why children or young people were home educated. Meanwhile, a study<sup>10</sup> by Family Lives on the impact of bullying on 18,320 families showed that the children most often bullied are aged 10-12, usually for reasons of race, disability, sexual orientation or because they were new to the school. This correlates closely with the Torbay Overview and Scrutiny Panel findings<sup>11</sup> in 2007 in which pupils said that bullying was most prevalent in the first year of secondary school.

The ChildLine report “*Boys Allowed*”<sup>12</sup> 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.

Another report<sup>13</sup> by the registered charity “Young Voice” and Oxford University details the findings of 7000 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 all the male bullies and a quarter of the female bullies said they had been threatened with physical violence at schools themselves.

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<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RR400.pdf>

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<http://www.natcen.ac.uk/media/695815/p3010%20red%20balloon%20weighted%20final%20+%20title%20page%20v2.pdf>

<sup>10</sup> <http://familylives.org.uk/sites/default/files/Impact%20of%20bullying%202008.pdf>

<sup>11</sup> <http://www.torbay.gov.uk/index/yourcouncil/councillorsdecisions/scrutiny/completereviews.htm>

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[http://normanmark.net/trainers\\_resources/Resources/Children%20&%20Young%20People/What%20boys%20say%20CHILDLINE.pdf](http://normanmark.net/trainers_resources/Resources/Children%20&%20Young%20People/What%20boys%20say%20CHILDLINE.pdf)

<sup>13</sup> Bullying In Britain – Testimonies From Teenagers report 2007.

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. Being the target of a bully in the preceding term was a problem reported by almost twice as many primary school pupils (51% in year 5) as secondary pupils (28% in year 8).

Research is also beginning to bring home some of the more tragic and long term effects of bullying on specific groups of young people. A recent study<sup>14</sup> of 1,420 young adults published in JAMA psychiatry showed that bullying has long term effects that last into adulthood. They concluded that “*the effects of being bullied are direct, pleiotropic<sup>15</sup> and long-lasting, with the worst effects for those who are both victims and bullies.*” It showed that victims of bullying are at a higher risk for a range of mental health issues, including anxiety, depression, substance misuse and suicidality during their adult lives. It can also lead to self harm.

These young people will carry their difficulties into the workplace and onto our streets.

Local evidence gathered from groups identified as at risk includes the following – most members of groups such as LGBT young people, those with disabilities or young carers have experienced bullying, including name calling, internet bullying and physical attacks with one person having their clothes set on fire. They often feel adults do not take the issue seriously and would like support through peer mentoring, specialist teachers, websites and a text messaging service.<sup>16</sup>

### Restorative Approach

The Restorative approach is defined as “processes which bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.”

Recent independent evaluations<sup>17</sup> of restorative practice in schools have shown that:

- Whole school restorative approaches were given the highest rating of effectiveness at preventing bullying in a report published by the Department of Education, with a survey of schools showing 97% rated restorative approaches as effective.
- In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in RJ (restorative justice) trained schools, compared to a 65% increase in exclusions in the thirty two schools that received no RJ training.

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<sup>14</sup> <http://archpsyc.jamanetwork.com/article.aspx?articleid=1654916>

<sup>15</sup> Definition: producing more than one effect

<sup>16</sup> Beat Bullying: Torbay Healthwatch Young People’s Consultation Results September 2013

<sup>17</sup> [http://www.restorativejustice.org.uk/restorative\\_justice\\_works/#.UeaCq421EhM](http://www.restorativejustice.org.uk/restorative_justice_works/#.UeaCq421EhM)

They also found increased confidence among schools staff to deal with bullying and conflicts in the school.

- An independent evaluation of restorative justice in Bristol found that it improved school attendance and reduced exclusion rates.
- In Hull, a two-year restorative justice pilot led to 73% fewer classroom exclusions, 81% fewer fixed term exclusion days and a reduction in verbal abuse between pupils and towards staff.

It is important that we learn from these successes and implement effective strategies so that we can tackle bullying behaviour in Torbay.

It is acknowledged that this approach may not be suitable for all circumstances and staff need to have training in other methods for such situations e.g the victim doesn't want to go through it or the restorative approach has not worked.

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### **Appendix 3 – Tackling Cyber Bullying**

Many children now live both online and offline with an online persona, reputation and friendships which are integrally important to them. New technologies have provided the bully with another route to harass their target. However, it differs in several significant ways from other types of bullying: the pervasive nature of this type of bullying in terms of the invasion of home and personal space 24/7; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. In a survey<sup>18</sup> of over 2000 young people by BeatBullying, 30% said they had been cyber-bullied, 63% said the bullying started offline and then happened online and 33% said they had committed some form of cyber-bullying against their peers.

Under the Malicious Communications Act 1988, “it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.”<sup>19</sup>

The Education Act 2011 gives teachers strong powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images or files on electronic devices, including mobile phones.

Cyber bullying is bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email, social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games. This can mean sending nasty or threatening texts and emails, posting abusive messages online, posting humiliating videos and photos, prank calling, setting up a hate site or assuming someone else’s identity. An often overlooked element of cyber-bullying is during online gaming which can involve deliberately ignoring or isolating another player, or joining together as a group to make the game less enjoyable. There is extensive government guidance on dealing with this issue and it is vital that all schools address it through the curriculum. Good practice in this area includes the necessity for schools and youth organisations to have a confidential email service through which young people can contact a responsible adult to help them deal with cyber-bullying issues.

Children and young people need to be taught to think before they post, to put themselves in the shoes of the person receiving the messages and to respect the feelings of their friends online. They should be taught what constitutes cyber bullying, how to spot it and what to do about it. Schools have a responsibility to keep policies

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<sup>18</sup> [http://www.beatbullying.org/about\\_this\\_site/how\\_many\\_people/](http://www.beatbullying.org/about_this_site/how_many_people/)

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[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

and procedures up to date and well publicised regarding this issue. Parents, staff and pupils should always be aware who they should report cyber bullying to.

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## **Appendix 4 – Local Initiatives**

Dealing with bullying forms an important part of several agendas for the council. These include the troubled families agenda with its emphasis on reducing anti-social behaviour and truancy, the responsibility of being corporate parents for looked after children and the safeguarding agenda.

Within Torbay each organisation that works with children and young people should have an anti-bullying policy. Children and young people also have access to various agencies for support to reduce bullying, including from the local authority. There is also support available within the voluntary and community sector including through Checkpoint, Torbay Community Youth Services, South Devon YMCA, Brixham Youth Enquiry Service as well as groups such as Imagine and All Different All Equal. School Pastors are currently operating at one local high school two afternoons a week with the aim of providing reassurance, safety and support for young people. There is support for parents and carers through the Parenting Strategy.

There is a Torbay Safeguarding Children Board which acknowledges the importance of meeting the needs of children, young people and parents or carers concerning the impact of bullying. Preventing bullying in the first place and responding effectively when it occurs is part of their remit to keep children safe from harm.

The local authority is a member of the Anti-Bullying Alliance's South West Regional Working Group which is currently developing a new strategy to tackle child sexual exploitation. It has also recently launched the Virtually Safe initiative, in partnership with the police and Hele's Angels, to help tackle cyber bullying and other online threats to children and young people. The project delivers presentation in schools to students and their parents covering topics such as cyber-bullying, sexting and social networking. It also provides 'hands on' online safety advice for parents, carers and young people. Their website is <http://www.torbayvirtuallysafe.co.uk/>.<sup>20</sup>

Schools and colleges currently address issues of bullying with many approaches. These include having in place Anti-Bullying policies, peer mediation programmes, counselling and holding special events during Anti-Bullying week. Bullying is tackled within the curriculum through PSHE, SEAL, citizenship education, internet safety lessons and assemblies. All schools aim to develop an ethos and culture of respect within the school.

While there are many positive things being done by to tackle bullying, children and young people continue to raise it as a serious and widespread concern. This suggests that it is important to maintain communication between young people and those running the schemes in order to monitor and evaluate the effectiveness of initiatives and create changes where needed. The Torbay members of the UK Youth

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<sup>20</sup> [www.torbayvirtuallysafe.co.uk](http://www.torbayvirtuallysafe.co.uk)

Parliament have identified it as one of the top three concerns of young people in the area.

There is a new children's plan being developed and tackling bullying will be a key part of it. The creation of a Youth Trust in 2014 will have combating bullying as a key priority and will be responsible for overseeing the implementation of this strategy.

The Devon and Cornwall Police have recently launched an initiative called Local Heroes to help combat bullying in schools. For more information visit <http://www.lhdiversity.org.uk/>.

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## **Appendix 5 - National Guidance and Anti-Bullying Resources**

The Anti-Bullying Strategy is directly linked to a range of existing national legislation, local policy agendas and to the community of Torbay's wider vision of inclusion and equalities, which is supported by Torbay Council.

National Guidance can be found at the following websites: -

Department for Education guidance (2014) for schools and other professionals –

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Current legal responsibilities and duties on bullying -

<http://www.antibullyingworks.co.uk/resources/dutiesresponsibilities/>

This includes the Education and Inspections Act 2006, the Equality Act 2010, the Human Rights Act 1998 and others. Schools have a responsibility under the Education and Inspections Act 2006 to regulate pupils conduct when they are not on the schools premises or under the control and charge of school staff. This includes on public or school transport, outside local shops or in the town centre. Where bullying outside schools is reported to school staff, it should be investigated and acted upon. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.

It is a clear direction from government that Schools must have a behaviour policy that is clearly communicated to staff, pupils and parents.

How schools tackle bullying is a key part of the OfSTED examination process, under the Behaviour and Safety criteria which came into force in January 2012. More information can be found here -

<http://www.antibullyingworks.co.uk/resources/links-to-ofsted-framework/>

and <http://www.ofsted.gov.uk/resources/school-inspection-handbook>

National organisations that offer support and help to victims of bullying and those working with them -

- <http://www.pshe-association.org.uk/> and <http://www.teachingcitizenship.org.uk/> - The PSHE Association and the Association for Citizenship Education provide educational resources for use in the curriculum.
- <http://www.anti-bullyingalliance.org> - The Anti Bullying Alliance provides resources for schools and other organisations to use in class, as well as during Anti-Bullying week. They offer advice and guidance on dealing with

bullying & drawing up anti-bullying policies as well as offering help to parents, carers and young people.

- <http://www.childline.org.uk/Bullying> - Childline offers lots of advice and guidance to young people on how to deal with bullying, whether for themselves or a friend. They also offer a free, confidential helpline, online chat, email and message boards.
- <http://www.beatbullying.org/> - BeatBullying and the Cyber Mentors programme is aimed at young people and offers counselling and mentoring by other young people as well as adults. There is both private messaging as well as email and a chat room. The site offers guidance on dealing with bullying and a nationally recognised peer mentoring programme for schools called Cyber Mentors which has reduced bullying in some areas by up to 80%. There is a cyber mentors app for mobile phones.
- <http://www.bullying.co.uk/> - Bullying UK offers advice and guidance to schools, parents and young people on dealing with bullying as well as offering advice and support through a confidential helpline, email or online chat. They also offer PSHE workshops.
- <http://www.kidscape.org.uk> - Kidscape offers a helpline for parents, resources, advice and training for young people and professionals, as well as example anti-bullying policies. They also offer confidence building workshops for children who are bullied.
- <http://diana-award.org.uk/anti-bullying> - The Diana Award trains young people to be Anti-Bullying Ambassadors in their schools and communities.
- <http://www.antibullyingworks.co.uk> - Anti-Bullying Works offers advice, training, resources, policy development, consultancy and many other services for those working with children and young people. They also have useful questionnaires and surveys for schools to use to get feedback on anti-bullying initiatives in their school.
- <http://www.antibullyingweek.co.uk/> - Anti-bullying Week offers resources, workshops and ideas for events during Anti-Bullying Week.
- <http://www.bullyinginterventiongroup.co.uk> - The Bullying Intervention Group has developed a national award for bullying intervention that schools and community organisations can apply for to show that they take bullying seriously.
- <http://www.payitforwardfoundation.org/> - The Pay It Forward Foundation promotes doing positive and kind things for people on the international Pay It Forward day each April.
- <http://www.torbayvirtuallysafe.co.uk> – A partnership of Torbay Council, Police and Hele’s Angels aimed at helping children stay safe online and tackling cyberbullying.
- <http://www.restorativejustice.org.uk/> - The Restorative Justice Council provides advice, guidance and training in restorative approaches.

- <http://counsellingminded.com/> - Free training for everyone in supporting children and young people's mental health.
- <http://www.digizen.org/resources/cyberbullying/full-guidance.aspx> - Resources and guidance on Cyber-Bullying.

There are also many organisations that can offer advice and guidance with specific types of bullying including Stonewall ([http://www.stonewall.org.uk/at\\_school/education\\_resources/default.asp](http://www.stonewall.org.uk/at_school/education_resources/default.asp) ) and the Intercom Trust (<http://www.intercomtrust.org.uk/> ) for LGBT issues, Mencap (<http://www.dontstickit.org.uk/> ) for helping those with learning disabilities and the Child Exploitation and Online Protection Centre (<http://www.thinkuknow.co.uk/>) for Cyber bullying. Resources for helping Young Carers includes (<http://static.carers.org/files/7-bullying-5056.pdf> ) and for Children in Care ([http://www.abatoolsforschools.org.uk/pdf/Safe\\_from\\_Bullying-Childrens\\_Homes.pdf](http://www.abatoolsforschools.org.uk/pdf/Safe_from_Bullying-Childrens_Homes.pdf)). Resources for tackling Racism can be found at <http://www.srtrc.org/educational>.

## **Appendix 6 – The Kitemark**

This is a measure that will give confidence to governors, parents & carers, young people and the wider community that the school (including language schools), community group or young persons residential care home takes the issue of bullying seriously and is adopting best practice in dealing with it.

The administration of the Kitemark Award will be commissioned out to a consortium of voluntary sector organisations. This consortium will also apply for funding, design the Kitemark scheme, promote it and be involved in the moderation of schools and other organisation working with children or young people. The Youth Trust will commission and support the Consortium to deliver the Kitemark scheme. Torbay Members of Youth Parliament, alongside the Mayor will award the Kitemark to schools and community organisations that have met the criteria set out by the scheme. The Kitemark criteria will differ depending on the type of organisation. The Kitemark will be valid for two years before a reassessment will be carried out. Children and young people will be at the heart of the creation, moderation and awarding of the Kitemark.

The Kitemark will be developed in two phases. The first phase will involve both self assessment by the school or voluntary organisation and review by the Celebrating Diversity Steering Group. To receive the award, the school or organisation will need to meet the criteria. Once funding is secured, a second phase will be introduced where the school or organisation will also be assessed by young people against the criteria and must again meet all of them to qualify. A website will be set up to enable schools and other organisations to apply for the Kitemark. The criteria will be developed with schools and other youth organisations.

## Appendix 7 – Action Plan

	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>DATE</b>	<b>OUTCOME</b>
1.	Apply for funding for worker to work with young people and teachers to develop and write a large funding bid. Work with young people for Kitemark branding.	Consortium	July 2015	Funding is secured to provide someone to get a large bid written. Relevant to young people, includes them and evidences co-production. Growth and sustainability of project.
2.	Develop and write a large funding bid to implement the strategy. This will include funding for promoting and administering the Kitemark scheme, facilitating young people to inspect organisations and providing training in restorative justice, alongside other initiatives.	Consortium/ Young People	Dec 2015	Finance is secured to fund the full strategy.
3.	Finalise Kitemark criteria for schools and develop criteria for youth organisations.	Consortium	Feb 2015	Kitemark criteria are robust and practical.
4.	Work with a secondary school, primary school and a youth/ play organisation to pilot the Kitemark. Launch website.	Consortium	Jan 2015 – June 2015	Scheme established. Scheme tested and evolved based on experience. Launched website. Safeguarding.
5.	Open Kitemark to all schools and youth organisations in the bay.	Consortium	September 2015	Bay wide roll-out of scheme. Safeguarding.
6.	Develop the take up and awarding of the	Consortium	July 2019	All schools and youth

	Kitemark by schools and organisations providing services to children and young people.			organisations have achieved Kitemark Safeguarding
7.	Review and amend Kitemark criteria to include inspection of the organisation by young people. (funding must be secured first)	Consortium	Jan 2016	Kitemark is more robust. Young people are involved in evaluation of organisations.
8.	Make available restorative approach training sessions for those working with children and young people.	Consortium/ YOT	Jan 2016	Skilled workforce
9.	Develop a database of anti-bullying resources. Ensure relevant and appropriate anti-bullying information is uploaded and accessible on the website. Work with schools to agree the standard resources and include them on school websites.	Community Directory/ Schools	July 2015	Information easily available Safeguarding