AGENDA MANAGEMENT SHEET

Name of Committee	**Children, Young People And Families Overview And Scrutiny Report**
Date of Committee	**23rd January 2008**
Report Title	**Scrutiny of Bullying**
Summary	This report outlines the work carried out by the County Youth Panel on behalf of the Children, Young People and Families Overview and Scrutiny Committee, to scrutinise bullying.
For further information please contact:	Michelle McHugh Overview and Scrutiny Officer Tel: 01926 412144 michellemchugh@warwickshire.gov.uk
Would the recommended decision be contrary to the Budget and Policy Framework?	No.
Background papers	None

CONSULTATION ALREADY UNDERTAKEN:-   Details to be specified

Other Committees	☐	....
Local Member(s)	☐	....
Other Elected Members	☒	Cllr Grant, Cllr Timms, Cllr Whitehouse
Cabinet Member	☒	Cllr Seccombe, Cllr Burton
Chief Executive	☐	....
Legal	☒	Victoria Gould
Finance	☐	....
Other Chief Officers	☒	David Carter - Strategic Director for Performance and Development, Marion Davis - Strategic Director for Children, Young People and Families
District Councils	☐	....

Warwickshire County Council

Health Authority	☐	....
Police	☐	....
Other Bodies/Individuals	☒	Viv Sales, Shinderpaul Bhangal, Mark Gore

FINAL DECISION   NO

SUGGESTED NEXT STEPS: Details to be specified

Further consideration by this Committee	☐	....
To Council	☐	....
To Cabinet	☐	....
To an O & S Committee	☐	....
To an Area Committee	☐	....
Further Consultation	☐	....

Warwickshire County Council

Children, Young People and Families Overview and Scrutiny Report - 23rd January 2008.

Scrutiny of Bullying

Report of the Strategic Director for Performance and Development

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Recommendation

The Committee is recommended to agree the recommendations of the County Youth Panel contained in the Scrutiny of Bullying report and request Cabinet to endorse the recommendations.

Bullying can have a profound effect on the health and well being of children and young people. Therefore, it is important that Warwickshire County Council does everything in its power to ensure that children and young people do not experience bullying, and where bullying does occur, to ensure that it is dealt with effectively. The Children, Young People and Families Overview and Scrutiny Committee were aware that bullying was a priority issue for the County Youth Panel and asked the County Youth Panel to undertake a scrutiny review into effective anti-bullying approaches on behalf of the Committee. This report outlines the work undertaken by the County Youth Panel and includes their recommendations for improvement.

DAVID CARTER
Strategic Director for
Performance and
Development

Shire Hall
Warwick

21 December 2007

Warwickshire
County Council

Scrutiny of Bullying

Report of the County Youth Panel

On behalf of the

Children, Young People and Families Overview and Scrutiny Committee

December 2007

Contents

1.   Background to the Review

1.1   Bullying can have a profound effect on the health and well being of children and young people. Therefore, it is important that Warwickshire County Council does everything in its power to ensure that children and young people do not experience bullying, and where bullying does occur, to ensure that it is dealt with effectively. The Children, Young People and Families Overview and Scrutiny Committee were aware that bullying was a priority issue for the County Youth Panel and asked the County Youth Panel to undertake a scrutiny review into effective anti-bullying approaches on behalf of the Committee. This report outlines the work undertaken by the County Youth Panel and includes their recommendations for improvement. All the recommendations are listed in Appendix D.

2.   Review Team

2.1   The County Youth Panel welcomed the opportunity to undertake a scrutiny review into bullying and 5 nominations were made to a Review Team. As the review progressed the Review Team became fluid with members of Area Youth Forums and Members of the Youth Parliament also contributing. After the annual elections of the County Youth Panel in June 2007, both new members of the County Youth Panel and members of the previous County Youth Panel completed the review.

3.   Objectives

3.1   The Review Team scoped the review and set the following objectives:

- To establish the effectiveness of policies within Warwickshire Schools in dealing with bullying
- To identify what initiatives have been carried out to reduce and prevent bullying from occurring
- To identify examples of effective practice, locally and nationally
- To identify how an effective and consistent approach can be achieved within Warwickshire Schools

3.2   The Review Team acknowledge that bullying is not confined to schools and can affect children and young people in any aspect of their lives. However, schools were chosen as a target group to concentrate the review upon as they are significant points of contact and influence and it is fundamentally important that schools are adequately supported to deal with bullying effectively. Additionally, it is also recognised that bullying can involve adults, including teachers who experience bullying and teachers who bully pupils, therefore effective bullying policies within schools must address all these facets of bullying.

3.3   This review took place concurrently with steps to develop a county wide anti-bullying strategy. The Review Team were able to feed their comments into the

developing strategy as the review progressed and further comments regarding the development of the strategy are contained in this report.

4.   Methodology

4.1   The review team used a variety of methods to undertake the review, these included undertaking desktop research, visiting schools and holding a single issue meeting about bullying.

4.2   The table below outlines the methods used to meet the objectives of the review.

Objective	Method
To establish the effectiveness of policies within Warwickshire Schools in dealing with bullying	Gaining an insight into the nature and extent of bullying by undertaking an online questionnaire and reviewing previous consultation Selecting a sample of schools to visit to review their approach and policies towards bullying
To identify what initiatives have been carried out to reduce and prevent bullying from occurring	Selecting a sample of schools to visit to review their approach and policies towards bullying Holding a single issue meeting and inviting experts
To identify examples of effective practice, locally and nationally	Desk-top research into examples of effective practice Selecting a sample of schools to visit to review their approach and policies towards bullying Holding a single issue meeting and inviting experts
To identify how an effective and consistent approach can be achieved	Undertaking desktop research to develop an understanding of bullying Reviewing the developing Anti- Bullying Strategy Holding a single issue meeting and inviting experts

4.3   The Review Team would like to thank all those that were involved in this review, particularly the young people who responded to the questionnaire and

the schools the Review Team visited. The Review Team would also like to thank the following people who contributed to the single- issue meeting.

Adrienne Katz - Chief Executive Young Voice, Regional Co-ordinator West Midlands of Anti-Bullying Alliance

Viv Sales – Anti-Bullying Strategy, Warwickshire County Council

Steve Postlethwaite, Warwickshire Police

Stephen Bell, Deputy County Youth Officer, Warwickshire County Council

5.   Definition of Bullying

5.1   The Department for Children, Schools and Families (DCSF) defines bullying as:

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally".
(2007)[1]

5.2   The vision and definition of bullying for Warwickshire County Council was agreed in consultation with young people and parents / carers in 2006 and is set out below:

Warwickshire's Vision

5.3   We want to make Warwickshire a county where all children and young people feel included, valued and supported, and where everyone is recognised as being positively different. Bullying is not an acceptable behaviour and we want it to stop.

Warwickshire's Definition

5.4   When a person's or people's behaviour, over a period of time, leaves you feeling one or more of the following:
   ▪ Physically and / or mentally hurt or worried
   ▪ Unsafe and / or frightened
   ▪ Unable to do well and achieve
   ▪ "Badly different", alone, unimportant and / or unvalued
   ▪ Unable to see a happy and exciting future

5.5   ..it **could** be bullying. When a person, or people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

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[1] Safe to Learn, Department for Children, Schools and Families, 2007

6.   Extent of Bullying

<u>Nationally</u>

6.1   It is difficult to provide an accurate picture of the numbers of children and young people who have experienced bullying. In 2006 Bullying on-line surveyed 4772 children and young people, of these 69% had been bullied[2]. More detailed statistics from national bullying surveys are included in Appendix C.

<u>Warwickshire</u>

6.2   A number of consultation exercises have been undertaken in Warwickshire to identify and understand the impact of bullying within the County. An online questionnaire was undertaken during the process of this scrutiny review. However, due to the overwhelming response made by one school the overall responses to the survey could not be considered representative of all young people in Warwickshire. Therefore the responses from the individual school have been used as an in-depth study of a school (attached as Appendix C). In addition to this 4 members of the County Youth Panel each undertook 10 face to face questionnaires with young people, ensuring respondents were representative of all young people. Results from these and other consultations provide a picture of bullying in Warwickshire.

6.3   A survey undertaken in 2005/06 into the experiences of Year 7 pupils in two secondary schools highlighted that 70% of respondents had experienced being called names, 37% had experienced threats and 33% had experienced physical assault.

6.4   The Every Child Matters 2007 survey found that:

- 43% of Year 5-8 respondents had been bullied in school during the last 12 months
- 73% of Year 5-8 respondents stated they would know where to go if they were being bullied.
- 15% of Year 5-8 respondents thought bullying was a big problem in their school
- 34% of Year 9-13 respondents had been bullied in school during the last 12 months
- 62% of Year 9-13 respondents stated they would know where to go if they were being bullied
- 20% of Year 9-13 respondents thought bullying was a big problem in their school.

6.5.   The indepth study of one secondary school undertaken by the questionnaire developed as part of this review, illustrated that:

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[2] <u>The National Survey,</u> 2006, Bullying Online, www.bullying.co.uk/thenationalbullyingsurvey

- Just over halve of the pupils were aware of a bullying policy within the school
- Eight out of nine pupils had witnesses bullying at some point
- Nearly one in five pupils admitted that they had bullied someone in the past
- 54% of respondents had been bullied in the past, 9% being bullied within the last couple of days
- One in five respondents believed that bullies are appropriately dealt with, more than half believe that they are not appropriately dealt with

6.6. The face to face questionnaires (40 in total) completed by the Review Team, illustrated:

- 83% of respondents were aware that their school had an anti-bullying policy, although only 50% stated that they understood the policy, and less than 50% stating that they though the policy was effective.
- 80% of respondents had witnessed someone being bullied, 25% stated that they had bullied someone and 62% had been bullied.
- Bullying most commonly occurred during break time and lunch time.
- Over 50 % of respondents thought that bullies were not appropriately dealt with.

Recommendation

A: The Every Child Matters Survey be utilised as the main survey of children and young people's perceptions and attitudes towards bullying to enable trend data to be established, and thereby the effectiveness of the Warwickshire's Anti- Bullying Strategy can be reviewed. The current questions relating to bullying within the survey should be reviewed in consultation with young people to ensure that they are appropriate for this purpose and covers all facets of bullying.

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7.   Anti-Bullying Policies

Requirements

7.1   Since 1999 all schools have been required to have an anti-bullying policy in place. This can be part of a general behaviour or discipline policy, although it must be clear what sanctions apply to bullying. The Education Act 2002 gives Local Authorities and schools a legal duty to safeguard and promote the welfare of children and young people. The Department for Education and Skills (then was) guidance on this duty refers to bullying as an issue that needs to be considered as part of keeping children and young people safe.

7.2   More recently, all professionals who work with children and young people are expected to focus on the five outcomes for children as outlined in the green paper Every Child Matters (Be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being). Under the outcomes

"stay safe" and "make a positive contribution" key aims include that "children should be safe from bullying and discrimination" and that children should develop "positive relationships, choosing not to bully or discriminate." [3] Performance against these outcomes are assessed as part of the Annual Performance Assessment, Joint Area Review and School Ofsted Inspections. Additionally, the New Performance Framework for Local Authorities, which will form the basis of Local Area Agreements and future Comprehensive Area Assessments, includes an indicator relating to children who have experienced bullying.

Healthy Schools Status

7.3   The Government White Paper *Choosing Health*[4] sets out the aims of the National Healthy Schools Programme to develop effective PHSE across all schools and develop an ethos and environment to support it through a whole school approach. An essential requirement for being accredited as a Healthy School includes a school ethos where self esteem and the mental well being of all learners is promoted, relationships based on respect and consideration for others are embedded within the working practices of the school, and an anti-bullying policy is in place.

Guidance

7.4   The Department for Children, Schools and Families[5] promotes undertaking a whole-school approach to developing an anti bullying policy and encourages schools policies to:

- Ensure that the whole school community understands what is meant by bullying
- Make it clear that no bullying of any kind will be tolerated
- Create a culture and systems that enable children to report bullying incidents without feeling that they are telling tales
- Ensure that all incidents and allegations are seen to be taken seriously, investigated and, if necessary, acted upon, with clearly defined procedures
- Provide a thorough and systematic recording procedure for incidents which can help with reviewing and evaluating the policy
- Facilitate participation in peer support and education approaches
- Provide information about its aims and the way it works for new staff and pupils, and restate its aims to everyone after regular review
- Become part of a curricular approach to bullying.

7.5   The Review Team used this guidance to develop a framework to guide their assessment of schools anti-bullying policies and approaches. A copy of the framework is attached as Appendix B.

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[3] www.everychildmatters.gov.uk
[4] Department for Health, 2004
[5] Safe to Learn, Department for Children, Schools and Families

8.   Warwickshire County Council's approach

<u>Warwickshire's Anti-bullying Partnership</u>

8.1   In 2003 a multi-agency group was established to specifically focus on identifying and co-ordinating the development of anti-bullying work in Warwickshire. The Anti-Bullying Partnership includes representatives from the following agencies.

Connexions
Crimebeat
Extended Schools Service – Shipston
George Eliot Community School
North Leamington Community School
Queen Elizabeth School
Relate – Rugby and North Warwickshire
Victim Support
Warwickshire County Council – Children's Fund, Community Safety, Education of Looked after Children, Education Psychology Service, Education Race Equality Team, Education Social Work Service, Family and Parenting Support, Family Learning, Healthy Schools**,** Partnership Team, Schools and Communities, Youth Service
Warwickshire Police
Warwickshire PCT

8.2.   The broad membership of the partnership is welcomed as it brings together agencies that can make practical recommendations about "what works". It can also advise on initiatives and projects and give consideration to how they can be introduced into schools or other settings. However, the Review Team is disappointed that no young persons' representative is present on the Anti-bullying Partnership. Although consultation and engagement with young people is given a high priority by the partnership, the representation of young people on the steering group needs to be addressed.

8.3.   The Review Team are of the view that although the members of the partnership will be held to account by their individual organisations, there should also be mechanism to enable young people to be consulted about the work being undertaken by the partnership and to hold the partnership to account. Therefore, action plans detailing the work of the Anti-Bullying Partnership should be made available to School Councils, Youth Forums and the County Youth Panel. The County Youth Panel should lead on this and co-ordinate responses back to the Anti-Bullying Partnership.

Recommendation

B   The County Youth Panel be invited to make a nomination to join the Warwickshire Anti Bullying Partnership to represent the views of young people

C   The work programme of the Warwickshire Anti Bullying Partnership be made available to young people, via Youth Forums, School Councils, Youth Clubs and the County Youth Panel. The County Youth Panel lead on this and co-ordinate responses back to the Anti-Bullying Partnership

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<u>Warwickshire's Anti-Bullying Strategy</u>

8.4   In 2004 the Anti- Bullying Partnership obtained funding to appoint an Anti-Bullying Co-ordinator. A key element of the co-ordinator's role has been to explore issues, identify need and work with the partnership to develop a county wide anti-bullying strategy. Warwickshire's Anti-Bullying Strategy was launched during anti- bullying week in November 2007. The strategy aims to provide an overview of how the vision of children and young people in the county feeling safe and valued can be achieved. The Review Team welcome the introduction of a county wide anti-bullying strategy and consider the strategy to be a good starting point. But more work needs to be carried out to ensure the strategy is effective.The Review Team consider two issues to be fundamental to the effectiveness of the strategy. Firstly, the strategy fails to provide practical guidance in relation to how schools and youth centres can develop an effective anti-bullying policy, a clear steer in relation to the minimum standards expected of schools and how schools will be held to account for their Anti- Bullying Policies. Secondly, the training of teachers, support staff and youth workers should be given a higher priority within the strategy and guidance needs to be set regarding the minimum standard of training that teachers and support staff should be expected to achieve.

8.5   Whilst an implementation plan for the strategy will be developed and reviewed by the Anti-Bullying Partnership, the Review Team is of the view that the Children, Young People and Families Overview and Scrutiny Committee need to take an active role in holding the partnership to account for the progress made against the implementation plan. Furthermore, members of the County Youth Panel should be invited to contribute to this scrutiny.

Recommendation

D   The effectiveness of Warwickshire's Anti- Bullying Strategy and implementation plan be monitored by the Children, Young People and Families OSC with the County Youth Panel being invited to contribute to this Scrutiny.

E   The Anti- Bullying Partnership be requested to produce a step by step guide for schools to establish an effective anti-bullying policy. This guide should be a complimentary document to the anti-bullying strategy and be developed in consultation with young people and be reflective of the issues highlighted by this review.

F   Consideration should be given to establishing a minimum standard for teacher, support staff and youth worker training in relation to bullying within Warwickshire.

<u>Text2Talk</u>

8.6   Text2Talk is a service for young people to report bullying and racism. It is a multi-agency project which was piloted and launched in 2004/05. The initiative enables a young person to anonymously report bullying and for further help and advice to be given at the young persons request. Since the launch of the project approximately 800 young people have used the Text2Talk service. However it is difficult to identify how many of these texts relate to bullying and how many relate racism. Although it can be identified that out of these 800 contacts approximately 100 resulted in follow up action regarding bullying incidences. Additionally, it is difficult to explain why there is a large disparity between the total number of contacts made and the number that resulted in follow up action. It may be that having made the initial contact, young people then feel confident enough to deal with the situation themselves, in some cases young people maybe just "testing" the system, and in some cases young people may not feel confident enough to respond to the reply text that they receive. To address the large disparity, all contacts now receive a "top tips" text outlining advice of how to deal with bullying. It is worth noting that the numbers of young people who used the Text2Talk during 2006/07 was significantly less than previous years, resulting in only 9 contacts receiving follow-up action. This can be attributed to the fact that the service was not publicised during this period. As the service is designed to be anonymous it is difficult to provide an analysis in relation to the impact the service has had in terms of effective resolutions of those contacts that are followed up.

8.7   A short survey was carried out by Warwickshire's Anti-bullying Partnership in the spring of 2007 to find out how much young people knew about Text2Talk and how they would like to report bullying.

8.8   In total, 437 young people completed the survey. A summary of the survey results is outlined below:

- Only a quarter of the young people involved were aware of Text2Talk.
- Approximately one third of the young people could recall seeing publicity for Text2Talk. The initial publicity surrounding the project was targeted around Year 7 pupils who at the time of the survey would be around 13/14 years old. Therefore it might be expected that this age group would be more aware of Text2Talk than any other age group. However, the number of people in this age group who remembered seeing publicity was also around 33%
- 11 respondents reported using Text2Talk, 4 gave positive feedback and 7 gave no comment
- 85% of respondents said that they would prefer to report bullying to an adult they already knew, 26% said they would ring a helpline, 11% would use a texting service and 7% would email
- 78% of respondents said that being able to talk to a "real person" was the most important factor when reporting bullying and over a third getting a quick response was also important. Although, 14% did think email/text/helplines were important options.

8.9   Other than this survey, Text2Talk appears to have lacked any ongoing monitoring or evaluation.

Recommendation

G   The Text2Talk service should receive continuous publicity and adequate resources should be made available for this. Additionally, young people should be involved in developing a publicity campaign for the service, with the possibility of a competition being run to further heighten awareness

H   The Anti – Bullying Partnership give consideration to how the impact of Text2Talk can be evaluated

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9.   Visits to Schools

9.1   As part of the review process the Review Team decided it was important to visit schools to talk to teachers responsible for anti-bullying work and to understand the views of pupils. The Review Team selected a sample of 4 schools within each area (2 primary and 2 secondary). Unfortunately it proved difficult to engage schools within this process for a variety of reasons including the busy exam period and some schools undertaking their own internal reviews into bullying. Fortunately, the Review Team were able to undertake a small number of visits to schools, some of which were not selected within the original sample.

9.2   The Review Team were able to use the framework (attached in Appendix B) to assess the overall effectiveness of the schools approach to bullying. The purpose of the visits was to gain an insight into what works well in addressing bullying, the intentions were not to provide an assessment of individual schools. Therefore this section will outline the main observations from the visits rather than detailing findings from the individual schools involved.

9.3   The most striking observation from most of the visits was that there was a disparity between the views of teachers and the views of pupils. This was particularly apparent when pupils were asked questions relating to their schools anti-bullying policy. Whereas teachers were knowledgeable about the schools anti-bullying policy and processes, this knowledge was not present among pupils. Some pupils were unsure whether their school had an anti-bullying policy. Those who knew that their school had an anti-bullying policy were unable to give any details relating to what was contained in the policy and how it was enforced. On the whole it appeared that pupils had not been involved in the development of schools anti-bullying policies, one school acknowledging the need to involve pupils when the anti-bullying policy is reviewed.

9.4   The lack of involvement of pupils inevitably led them to be unsure whether a consistent approach was taken to tackling bullying or whether their complaints

would be addressed properly by schools. This is a major concern, as there is a danger that the good work being carried out by many schools will not be effective due to poor communication. Polesworth International Language College is an example of a school that has managed to overcome this issue by developing a holistic understanding and commitment, illustrated by both staff and pupils, to the schools anti-bullying agenda. The Review Team were impressed by their visit to the school and consequently invited representatives to attend the single issue meeting to find out more about their approach.

Polesworth International Language College

9.5   "Ban da Bully" is an anti-bullying project that has been running effectively in Polesworth International Language College since 2001. The original concept for the project was developed by Warwickshire County Councils Youth Service and Connexions in partnership with the school. The project has achieved an ethos, that bullying will not be tolerated, which runs throughout the school. Polesworth has a close relationship with Warwickshire County Councils Youth Service, and employs a Youth Worker who has responsibility for the project. This appears to add great strength to the project, as pupils appreciate the availability and independence of the youth worker. In light of the success of this approach, the Review Team is of the view that every young person should access to a youth worker who they can talk to in confidence about bullying.

9.6   The most important people involved in Ban da Bully are the peer mentors, who have volunteered themselves to protect the younger students and assist them in all areas of school life, including any possible bullying issues that may arise. The mentors start their role in Year 10 and receive training from the Youth Work Staff to enable them to carry this out effectively. On completion of their training the mentors receive a purple tie, in order for other pupils to easily identify them. The support offered to new students from both the mentors and youth work staff is essential, and it assists in a smooth transition from Primary to High School.

9.7   The development of Ban da Bully at Polesworth International Language College approach illustrates the importance of involving the whole school community in developing anti-bullying policies, creating ownership and filtering communication throughout the school.

Recommendation

I   Ban da Bully at Polesworth International Language College be promoted by the Anti-Bullying Partnership as an example of best practice.

J   The Strategic Director for Children, Young People and Families submit a report to the Children, Young People and Families OSC detailing the availability of youth workers to all schools in Warwickshire.

K   The framework developed as part of this review (attached as Appendix B) be provided to schools as a resource to enable effective self-evaluation of bullying policies.

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10.   Effective Practice

10.1   As part of the review the Review Team undertook a research into effective practices being used locally and nationally. Set out below are examples of effective practice which the Review Team recommend should be considered by schools as part of their anti-bullying approaches. It is important to recognise that a variety of approaches need to be used, a "one-size fits all" approach is not appropriate for tackling bullying.

Charter Mark

10.2   Sunderland City Council has developed an anti-bullying charter mark with three standards, Bronze, Silver and Gold. Pupils are actively involved in assessing how their schools measure against the charter. The self assessment system covers a range of issues, including:
- Does the school have an anti-bullying strategy in place?
- Are opportunities provided for pupils to raise concerns?
- Is there appropriate training for staff?
- Does a peer support system exist within the school?
- What advice and support is available for parents?

10.3   Similarly, Derbyshire County Council introduced an Anti Bullying Commitment (ABC) Quality Assurance Scheme, in 1995/96. There are four stages of the scheme:
- Certificate Commitment
- Initial Award of Good Practice
- Intermediate Award
- Award of Excellence

10.4   In order to spread good practice and facilitate the accreditation for each award, schools are divided into clusters. This is based on geographical areas and which primary / junior schools feed into secondary schools.

10.5   Warwickshire's Anti-Bullying Strategy outlines the intentions to introduce a similar kite mark within Warwickshire. But it is not clear how well engaged Schools will be in this process. Moreover, it will be important to ensure children and young people are fully involved in establishing what the minimum and maximum standards within the kite mark should be.

Peer Support

10.6   Peer support aims to make the use of the knowledge and experience of children and young people to develop the skills, self-esteem and confidence of their peers. Pupils volunteer to become peer advisers / mentors and talk to other pupils about issues that are concerning them, like the Mentor Scheme established by Polesworth International Language College. Peer support does not replace adult involvement and should be used as a complementary approach to existing mechanisms and a high level of school commitment is needed to train and support pupil volunteers.

Circle time

10.7 A teacher facilitates a short discussion session, in a safe and positive environment, where pupils take turns (if they want to) to talk about a specific issue. Pupils are encouraged to listen to each other carefully and then to discuss the issues raised in a constructive problem-solving manner. Circle time is a useful method to raise pupil awareness and understanding of bullying and to discuss ways of dealing with it.

Circle of Friends

10.8 The Circle of Friends approach provides emotional support to pupils who feel isolated and rejected by their peers. This approach is mainly used in primary schools. With the agreement of the pupil who is being bullied, the class meets without them being present. The teacher encourages the class to speak about the pupil in a positive way and to discuss how they would feel if they were experiencing bullying. A small group of pupils volunteer to be in the Circle of Friends and agree ways to help the pupil who is experiencing bullying. As well as benefiting the person needing support, it provides all participants with a creative way of forming positive relationships with their peers and can also be used to support those pupils who bully as a result of feeling isolated and rejected themselves. This approach is more widely used by primary schools; however it can also provide an effective anti-bullying strategy in secondary schools.

Support group / no blame approach

10.9 This approach is based on the principle that punishing bullies does not end bullying and that it is the bullying behaviour, rather than the person doing the bullying, that is not liked, and therefore the main aim of the approach is to stop the behaviour rather then punish the individual.

10.10 Examples of this approach include a teacher setting up a small support group containing those responsible for the bullying and bystanders, with the aim to encourage all members of the group to take responsibility for their behaviour and its consequences. This results in a common ownership for the problem and a commitment to joint action, which will stop the bullying and provide support for the bullied pupil. This approach was adopted by Bristol City Council, were teachers were advised not to punish or humiliate bullies in certain cases. However, this approached received fierce criticism from the former Prime Minister Tony Blair, who told the House of Commons in November; *"I profoundly disagree with the decision that the council has taken: bullying should be punished; children who bully must be made to understand the harm they have been doing."*

Bully boxes

10.11 Bully Boxes are used to allow pupils to write down their concerns about bullying and post them anonymously and in confidence. There needs to be a quick response to the issues posted in the bully box, in order for the approach

to be effective. Although this approach enables bullying to be reported via anonymous confidential communication, it is however, open to abuse if pupils post malicious comments.

<u>Use of sanctions</u>

10.12 Using sanctions to punish those pupils who bully others is a common approach, although during the single issue meeting the need to avoid criminalising young people was emphasised. Sanctions might include:

- Removal from class
- Detention
- Withholding participation in non-curricular activities such as school trips and sports events
- A fixed period of exclusion

Recommendation

L   A bullying Kite Mark for schools and youth centres should be developed in Warwickshire in consultation with young people.

M   Based on the research undertaken as part of this review, the following should be given significant importance in the Kite Mark developed:
- Meaningful involvement of pupils, School Councils and other student bodies in the development and monitoring of school policies
- Dedicated Teachers and Governors should be appointed to take the lead and be responsible for the effectiveness of anti-bullying policies and practices.
- Successfully building anti-bullying in the curriculum and thereby developing a "whole school approach"
- Links with other appropriate agencies to ensure that a consistent approach is taken with both perpetrators and victims, when bullying occurs outside of school.
- School councils should be encouraged to report annually to governing bodies on the effectiveness of their school policy
- Effectively challenging the bystander role
- Posters and leaflets promoting and explaining the school policy
- An awareness raising process for staff, pupils and parents – including written information, regular class and staff discussions, and the involvement of School Councils
- Address all facets of bullying, including cyber bullying, homophobic bullying, out of school bullying and bullying involving teachers as the victims and as perpetrators.
- Regular reviews of the school policy and its effectiveness

N   Considering should be given to establishing a cluster system to base the Kite Mark within to encourage the sharing of effective practice and to enable peer reviews to be undertaken

O   Details of examples of best practice like those outlined above, including the actions schools need to take to establish such initiatives and contact details of schools in Warwickshire who have well developed initiatives, be contained in the document produced in relation to recommendation E

11. Measuring Incidents

11.1 There are currently around 40 local authorities involved in piloting an Internet System which provides online incidence reporting, recording the type of behaviour that has been experienced or observed. Such tools are designed to provide statistical data that can be used to initially quantify the level of bullying and then to determine the effectiveness of approaches aimed at reducing bullying.

11.2 The Children and Young Peoples Plan includes a target relating to piloting a system for recording and measuring bullying incidents. The pilot will be based on SHARECARE, which is currently used as a multi-agency tool for recording low level concerns about children. The Review Team welcome the introduction of this pilot, but would like to stress that in order for the system to be effective it is important that all schools are in agreement to use the system and a common understanding and application of a bullying definition is established. Additionally, it is important that the system is used to record fully investigated and proven cases of bullying, as opposed to accusations.

11.3 Consideration needs to be given as how to ensure schools use the information collected to provide better targeted anti bullying initiatives and there needs to be clear understanding of how the data will be used to assist the strategic anti-bullying agenda and strategy.

Recommendation

P   The Strategic Director for Children, Young People and Families submit a report to the Children, Young People and Families Overview and Scrutiny Committee in 6 months outlining the progress made regarding the implementation of a measuring system and the impact of the system.

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12. Way forward

12.1 The Review Team are of the view that Warwickshire has a strong platform to build on its anti-bullying work and many schools have developed effective ways to manage and prevent bullying. However, the survey and visits clearly demonstrates a discrepancy in terms of pupils experience and views of the way bullying is dealt with. This is a cause of concern and needs to be addressed. It is evident that those schools that had involved children and young people in the development of policies from the outset have achieved the greatest impact. Whilst the Warwickshire Anti-Bullying Strategy is good starting point, there are significant areas requiring further development. These include:

- Encouraging all schools to embrace the anti-bullying agenda. Some schools may be reluctant to acknowledge that bullying is an issue because of the negative connotations this may have. This needs to be turned around.

- Challenging the role of "bystanders" and encouraging children and young people to intervene or seek help if they see bullying happen.
- Supporting schools and youth centres to develop effective anti-bullying policies
- Ensuring a consistent standard of training is provided for teachers, support staff and youth workers.

12.2 It is hoped that the recommendations contained in this report will add value and momentum to the work that is already being undertaken in Warwickshire.

Scrutiny Review Outline

Review Topic	Bullying
Working Group Members	Members of the County Youth Panel
Key Officer Contact	Rachael Evans – Anti-Bullying Co-Ordinator rachelevanscs@warwickshire.gov.uk Rob Townsend – County Youth Officer – 01926 742497 robtownsend@warwickshire.gov.uk
Scrutiny Officer Support	Michelle McHugh, Scrutiny Officer – 01926 412144 michellemchugh@warwickshire.gov.uk
Rationale (key issues and/or reason for doing the review	• Bullying is a common problem that ruins many lives – impacting upon young peoples education and affecting their psychological well-being. • There is a need to understand bullying in full, including how it affects people and why people bully • There is a need to find a way to help those young people that are being bullied • Bullying needs to stop
Purpose/Objective of Review (specify exactly what the review should achieve)	• To stop bullying • To re-educate parents and young people • To support those that are being bullied • To give schools methods to deal with bullying • To ensure effective recording of bullying incidents • To find out why it happens • To ensure that there is consistency across all schools in Warwickshire
Scope of the Topic (what is specifically to be included/excluded)	**Included:** All forms of bullying – for example pupil on pupil, teacher on pupil and pupil on teacher Any environment where bullying involving young people may occur – for example, schools, colleges, youth clubs **Excluded:** Adult on Adult bullying. Whilst it is acknowledged that this is important, it is important that the scope is narrow enough to be effective. Additionally, Adult on Adult bullying does not fall within the remit of the Children, Young People and Families OSC – but could perhaps be considered by the Resources, Performance and Development OSC as a matter relating to human resources, employee relations and disciplinary procedures.
Indicators of Success (what factors would tell you what a good review should look like)	• Recommendations are accepted • Incidents of bullying will decline • The review will engage representatives from all those groups affected by bullying • All schools signed up to a common approach • To raise the profile of Bullying and ensure it is considered a priority

	• All schools signed up to a common approach • Constant review of policy effectiveness – pupil review	
Specify Evidence Sources (Background Information documents to look at)	• Selection of bullying policies in schools • Warwickshire County Council policy • Figures relating to incidents • Details of anti-bullying schemes • OFSTED reports • National press • Case studies	
Specify Witnesses/Experts (Who to see and when)	To be invited into a meeting of the group: • Head teachers • School support staff • Anti- Bullying Co-ordinator (Rachel Evans) • Police • Connexions • Child line • Portfolio Holder for Children and Young People • Education Complaints Officer (Craig Pratt)	
Specify Site Visits (where and when)	• Sample of schools, primary and secondary by area – include those that have a policy and anti- bullying scheme and those that do not • Examples of best practice • Youth Clubs	
Consultation with Stakeholders (who should we consult?)	• Young people being bullied • Young people doing the bullying As this is a sensitive area it was agreed that an initial questionnaire would be used to identify the scale of the problem, with the option of being involved in further discussion groups. • Parents – discussion group • Youth workers – attend an existing meeting • Governors – attend Governors Forum The suggestion of carrying out mystery shopping exercises was made, recruit young people to approach school, police, youth workers etc to tell them that they are being bullied to see how it is dealt with. M. McHugh – to investigate possibility.	
Level of Publicity (what level is appropriate and what method should be used)	The review should be publicised whilst it is being undertaken and once it has been completed. • Use local newspapers • School newsletters • TLC – looking for articles in next two weeks	
Barriers/dangers/risks (identify any weaknesses or potential pitfalls)	• Schools • Warwickshire County Council • Not engaging everyone – review too narrow • Loosing focus	
Projected Start Date	Feb 07	**Draft Report Deadline**	
Meeting Frequency		**Projected Completion Date**	Dec 07
Date to evaluate impact		12 months after completion	

Bullying Framework

About the policy………

	4	3	2	1	0
1	The policy has been developed and informed by wide ranging consultation with the whole school community, and clearly outlines a review process for the policy and this includes continued consultation	The policy has been informed by consultation and future review and consultation is planned.	Limited consultation was undertaken, and it is unclear how this fed into the policy document. Reference is made to future reviews, although no timetable is set out for this	It is unclear if consultation was undertaken during developing the policy, and no reference is made to future reviews or consultation	No consultation has been carried out to develop the policy and no reference is made to future reviews or consultation
2	It is clear that no bullying of any kind will be tolerated, and the policy seeks to proactively address bullying in all its forms	It is clear that no bullying of any kind will be tolerated, however the policy does not address all forms of bullying (e.g. Homophobic)	The policy states that no bullying of any kind will be tolerated, but no detail is given regarding the different types of bullying and how these will be pro-actively addressed	Although not clearly defined in the policy, there is a general awareness of the different forms of bullying and what constitutes acceptable behaviour	There is a lack of awareness of the different forms of bullying and what constitutes acceptable behaviour
3	Information about the aims of the policy and the way it works are routinely communicated to new staff and pupils		Information about the aims of the policy and the way it works is inconsistently communicated to new pupils and staff		Information about the aims of the policy and the ways it works is not communicated to new staff and pupils
3	The policy is regularly reviewed and its aims restated to the school community	The policy has been reviewed on an ad-hoc basis, and its aims restated to the school	The policy has not been reviewed, however its aims are continually restated to	The policy has undergone a review however feedback to the school community	The policy has not been reviewed and its aims are not

	4	3	2	1	0
		community	the school community	was poor	regularly communicated to the school community
4	There is thorough and systematic procedure for recording incidents which helps with reviewing and evaluating the policy	There is systematic procedure for recording incidents, but this does not feed into a review / evaluation of the policy	There are basic procedures for recording incidents	There are basic procedures for recording incidents, however there is an inconsistency in the employment of these	There are no procedures to record bullying incidents
5	There are clearly defined procedures for investigating reported incidents of bullying and these are rigorously followed	There are clearly defined procedures for investigating reported incidents of bullying and these are used for the more serious incidents	There are procedures for investigating reported incidents of bullying, however there is an inconsistency in adopting these procedures	There are basic guidelines for investigating reported incidents of bullying	There are no clearly defined procedures for investigating reported incidents of bullying
6	The policy facilitates an effective and well established peer support programme	There is a peer support programme which is widely used	A peer support programme is currently being established, with clear support and commitment from the whole school community	There is an ineffective peer support programme, which lacks support and commitment	There is no peer support programme to support the policy
7	The policy clearly forms part of a holistic curricular approach to bullying. Activities are monitored to assess their impact	The policy has led to curricular activities and these are monitored	There are examples of curricular activities supporting the policy, but these are inconsistent and are not monitored or evaluated	There are no clear examples of the curricular supporting the policy, despite the policy promoting a holistic approach	The policy is a stand alone approach to bullying and there are no links with the curricular

About the School……..

	4	3	2	1	0
1	The whole school community understands what is meant by bullying	All pupils and teachers understand what is meant by bullying	Some pupils and teachers understand what is meant by bullying	There is a basic awareness of what is meant by bullying among some staff and pupils	Staff and pupils seem to have different ideas about what bullying is
2	There is a culture and systems that enable pupils to report bullying incidents without feeling that they are telling tales	There is a culture that supports pupils reporting bullying incidents without feeling like they are telling tales, however there are no clear systems of reporting	There is a culture that supports pupils reporting bullying incidents, however systems to do so are under-developed and there existence is not widely known	There are systems to enable pupils to report bullying, but these are unused / ineffective due to a culture which makes children feel like they are telling tales	There are no systems to enable pupils to report bullying and a culture that makes children feel like they are telling tales
3	Staff believe that all incidents and allegations are taken seriously	Staff believe that the more serious incidents and allegations are taken seriously	Staff believe that there is an inconsistency in how incidents and allegations are dealt with	Staff believe that a small proportion of incidents and allegations are taken seriously	Staff believe that incidents and allegations are not taken seriously
4	Pupils believe that all incidents and allegations are taken seriously	Pupils believe that the more serious incidents and allegations are taken seriously	Pupils believe that there is an inconsistency in how incidents and allegations are dealt with	Pupils believe that a small proportion of incidents and allegations are taken seriously	Pupils believe that incidents and allegations are not taken seriously

National Consultation:

In 2006 Bullying on-line surveyed, 4772 children and young people, 2160 parents and 323 teachers, in the largest investigation into the way bullying is handled in schools. The results revealed that:

- 69% of children and young people had been bullied

- More than half (56%) had been called names, referring to their weight or appearance. More than 50% of those surveyed had been physically hurt and 34% of these had to seek medical help. A total of 3% of attacks involved a weapon of some kind.

- Most bullying took place in school or in the school grounds:
    - Playgrounds   30%
    - Classrooms   25%
    - Corridors   21%
    - Lunch queues   14%
    - Toilets   7%

- In terms of the emotional and psychological affects of bullying, 76% of children and young people reported being mentally hurt, 49% felt very upset and 30% said they had been suicidal.

- Of those children and young people that had reported being bullied, 65% said that they were sometimes afraid to go to school and 21% of those who had taken time off school had done so on five or more occasions

- Most children and young people (74%) said that they had reported bullying to their parent or carer or teacher. However, in 48% of cases the respondents had reported the bullying to their teacher more than five times and in 55% of cases the bullying did not stop and 60% felt that their complaint was not taken seriously.

- Only half of the respondents reported that their school had an anti-bullying policy.

Parents Findings:

- Only 56% of parent's felt that their complaints about bullying were taken seriously by the school. However, 74% felt that the measures taken by the school weren't effective, with 83% reporting further bullying incidents after a complaint had been made to the school.

Teachers Findings:

- The majority of teachers (83%) reported that they had never witnessed bullying at their school.
-

- Just over half of teachers (56%) reported that the action they had taken in bullying cases had been successful.
- Under half of teachers (43%) thought that their schools approach to bullying was effective, but 68% reported that cyber-bullying was not addressed in the schools approach.
- 38% of teachers reported being assaulted by a pupil.
- The large majority (85%) of teachers felt that they do not have the appropriate skills to deal with bullying.

Warwickshire Consultation:

Year 7 Survey

In Warwickshire a survey carried out in 2005/06 by the then Education Department into the experiences of Year 7 pupils in two secondary schools, produced the following findings:

- 70% had experienced being called names, 37% had experienced threats and 33% had experienced physical assault.
- When asked "when and where" bullying is a problem, 33% said at playtime, 35% said at lunchtime, 22% after school and 21% during lessons. The majority of respondents (64%) said that bullying takes place in playground.
- 47% of respondents were bullied by someone in the same year, 36% were bullied by someone older than them and 16% were bullied by someone in their class.
- 44% reported being bullied once or occasionally, 16% reported being bullied at least once a month, 15% at least once a week and 9 everyday. Only 16% reported never being bullied.
- When asked who they would more likely report the bullying to and who they would ask for help, the common responses were a friend, parent/guardian, form teacher or sibling.
- 25% of children surveyed stated that they would be afraid to ask for help. Most were scared that the bullying would become worse or turn physical if it was found out that they had told.

Every Child Matters Survey - 2007

The Every Child Matters survey is an electronic survey which is sent to a sample of pupils throughout Warwickshire, and will be the main survey through which consultation with young people will take place in future years. The survey is designed to establish how effectively the 5 every child matters outcomes are being addressed.

The survey included questions relating to bullying, and outlined below are responses given to these questions from Year 5-8 pupils and Year 9-13 pupils.

Year 5-8 Pupils

A total of 1533 pupils from years 5-8 responded to the survey. Of these:

- 49% were boys, 50% were girls
- 85% were white, 5% were mixed ethnicity, 4% were Asian, and 1% were Black
- 21% had a disability of some kind

The survey asked respondents to indicate reasons why have been away from school, 5% of respondents indicated that they had missed school due to bullying.

73% of respondents stated that they know where to go for help if they were being bullied.

19% of respondents had been bullied once in school during the last 12 months, 19% had been bullied a few times in school during the last 12 months and 5% of respondents were bullied often in school during the last 12 months. 53% of respondents had not been bullied in school during the last 12 months.

13% of respondents had been bullied once outside of school in the last 12 months, 12% had been bullied a few times outside of school in the last 12 months and 4% of respondents were often outside of school in the last 12 months. 66% of respondents had not been bullied outside of school in last 12 months.

42% of respondents said that they had been bullied because of their appearance, 14% said that they had been bullied because of their family. However, 51% indicated the "other" category as the reason for being bullied.

15% of respondents thought that bullying was a big problem in their school, 52% of respondents thought that bullying was a small problem in their school, and 17% of respondents thought that bullying was not at all a problem in their school.

28% of respondents said that their school dealt with bullying very well, 41% of respondents said that their school dealt with bullying quite well. Whilst 13% of respondents thought that their school dealt with bullying "not very well".

Year 9-13 Pupils

A total of 859 pupils from years 9-13 responded to the survey. Of these:

- 48% were boys, 51% were girls
- 84% were white, 4% were mixed ethnicity, 6% were Asian, 1% were Black and 2% were Travellers
- 18% had a disability of some kind

The survey asked respondents to indicate any reasons why they have been away from school, 10% of respondents indicated that they had missed school due to bullying.

62% of respondents stated that they know where to go if they were being bullied.

11% of respondents had been bullied once in school during the last 12 months, 17% of respondents had been bullied a few times in school during the last 12 months and 6% of respondents had been bullied often in school during the last 12 months. 63% of respondents had not been bullied in school during the last 12 months.

9% of respondents had been bullied once outside of school during the last 12 months, 8% of respondents had been bullied a few times outside of school during the last 12 months and 3% of respondents had been bullied often outside of school during the last 12 months. 76% of respondents had not been bullied outside of school during the last 12 months.

59% of respondents said that had been bullied because of their appearance, 14% said they were bullied because of their family, 13% said they were bullied because of where they live. However, 51% indicated the "other" category as the reason for being bullied.

20% of respondents thought that bullying was a big problem in their school, 53% thought it was a small problem and 7% thought that bullying was not a problem in their school.

33% of respondents said that their school dealt with bullying very well, 43% of respondents said that their school dealt with bullying quite well and 9% of respondents thought that their school dealt with bullying "not very well".

Comparison between responses given by Year 5-8 Pupils and Year 9-13 Pupils to the Every Child Matters Survey:

	Year 5-8 Pupils	Year 9-13 Pupils
I have been away from school due to bullying	5%	10%
Would you know where to go for help if you were being bullied?		
Yes	73%	62%
No	9%	21%
Sometime	14%	14%
How often have you been bullied in school in the last 12 months?		
Never	53%	63%
Once	19%	11%
A few times	19%	17%
Often	5%	6%
How often have you been bullied outside of school in the last 12 months?		
Never	66%	78%
Once	13%	9%
A few times	12%	8%
Often	4%	3%
Why do you think you were bullied?		
Appearance	42%	59%
Disability	6%	8%
Gender	3%	8%
Race	4%	11%
Religion	5%	10%
Sexuality	4%	11%
Where you live	7%	13%
Your family	14%	14%
Other	51%	51%
Is bullying a problem in your school?		
Not at all	17%	7%
A small problem	52%	53%
A big problem	15%	20%
Don't know	13%	17%
How well does your school deal with bullying?		
Very well	28%	9%
Quite well	41%	43%
Not very well	13%	32%
Don't know	7%	10%

Scrutiny Review Online Survey

Level of response

In total, 418 useable questionnaires were returned from the school. Some basic information was collected from young people, to build a profile of respondents.

There was a fairly even split between male and female respondents, 48% and 52% respectively. Respondents were aged between 11 and 16. Approximately 12% of students classified themselves as having a long-standing illness, disability or infirmity. The majority of respondents, 87%, classified themselves as being "White". Figure 1 shows the full ethnic breakdown of respondents.

Figure 1: Ethnic group of all respondents

White Background	86.8%	White – British	81.2%
		White – Irish	2.2%
		White – Other White	3.4%
Mixed Background	4.6%	Mixed – White and Black Caribbean	2.2%
		Mixed – White and Asian	0.7%
		Mixed – White and Black African	1.2%
		Mixed – Other	0.5%
Black or Black British Background	1.2%	Black / Black British – Caribbean	1.2%
		Black / Black British – African	0.0%
		Black / Black British – Other	0.0%
Asian Background	6.5%	Asian – Indian	5.1%
		Asian – Pakistani	0.7%
		Asian – Bangladeshi	0.5%
		Asian – Other	0.2%
Other Ethnic group	0.9%	Other ethnic group	0.7%
		Chinese	0.2%

Results – Bullying Policies

Students were asked about their awareness of a bullying policy at their school. Just over halve of students, 53%, were aware of a bullying policy at their school, 5% were not aware, whilst the remaining 42% did not know whether their school did or did not have a policy.

However, only 50% of students who are aware of a policy stated that they understood the bullying policy, 27% stated they didn't understand the policy, whilst 23% of respondents did not know.

Only 14% of students said that the bullying policy was widely publicised, whilst a similar number believe the bullying policy to be effective. Many comments were received about why students do or do not think their school's bullying policy is effective, the main reasons are displayed in Figure 2.

**Figure 2: Reasons why the school bullying policy is or isn't effective**

Reasons why it is effective
There isn't much bullying taking place
If you tell a teacher they will sort the problem out
There are a wide range of people to talk to
Bullying is talked about in assembly
There are posters around the school

Reasons why it is not effective
People still get bullied
Punishments handed out to students are not harsh enough
Sometimes people don't believe you when you say you are being bullied
Teachers do not enforce the bullying policy
Bullies still get away with it
Not many people talk about bullying, not many victims come forward
Bullying tends to be overlooked

Results – Bullying as a witness

Approximately eight out of nine students (88%) had witnesses bullying at some point. Nearly one in four students (23%) had witnessed bullying in the last couple of days, and a further one in nine (11%) had witnessed bullying in the last week, Figure 3 shows the frequency of students witnessing bullying.

Figure 3: Frequency of students witnessing bullying
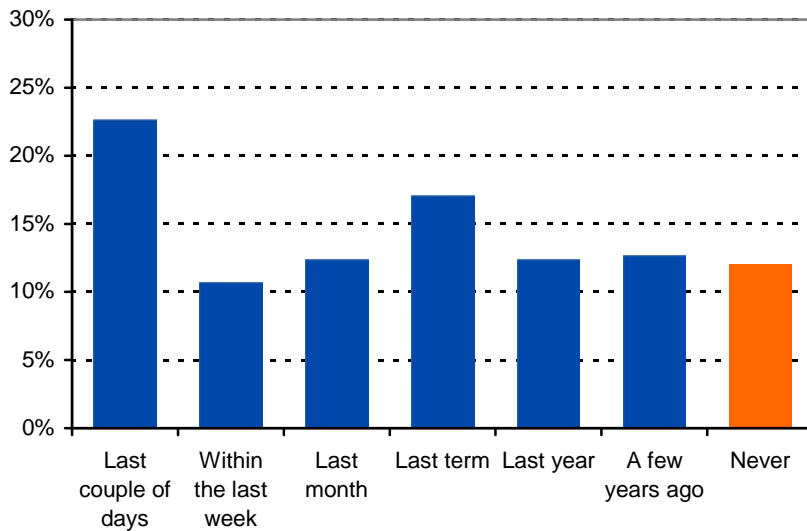
The students who had witnessed bullying were asked when and where the bullying takes place, Figure 4 shows the results. It appears that most bullying takes place in the playground, particularly at lunch and break times. However there appears to be a significant amount of bullying being witnessed around other parts of the school and throughout the school day.

Figure 4: When and where bullying takes place

When bullying takes place		Where bullying takes place	
Lunch time	89%	In the playground	91%
Break time	74%	In the corridors	64%
In class	62%	In the changing rooms	53%
Going home from school	56%	In the toilets	41%
Going to school	39%	In the dinner hall	31%
		On the school bus	28%

Results – As a bully

Nearly one in five respondents, 18% admitted that they had bullied someone in the past. For many of these students, the incident(s) occurred more than a year ago, but nine students admitted they had bullied someone in the last couple of days, and a further eight stated it had happened within the last month.

Figure 5: Last time students bullied somebody
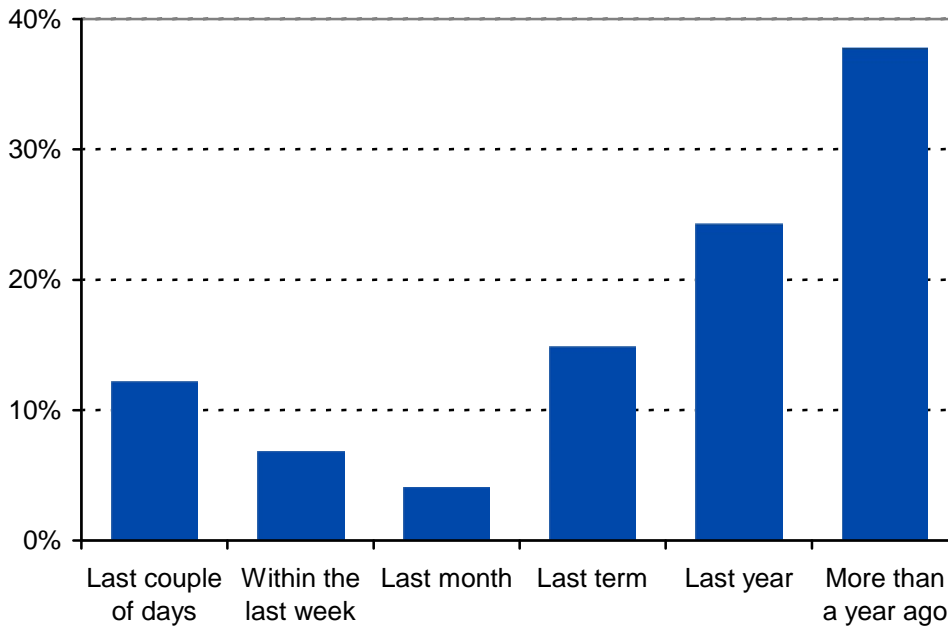
More than one-half of respondents "didn't know" why they had bullied someone, however the image of the victim was selected by more than one in three respondents. Other reasons mentioned include, "a general dislike / annoyance towards the victim" and "as part of a revenge".

**Figure 6: Reasons given for bullying someone else**

Other reason	71%

Don't know	57%
Because of their image	35%
Because of their group of friends	10%
Because of their sexuality	4%
Because of their disability	2%
Because of their ability	4%
Because of their ethnicity	2%
Because of their gender	0%
Because of their religion	0%

Students were asked to name all of the types of bullying they had carried out. More that two-thirds of bullies, 69%, stated that they "called someone names", 28% said they "punched or kicked someone", 20% "excluded someone", whilst 4% said they "sent someone horrible texts or emails."

Results – Bullying as a victim

More than one half of students, 54%, said that they had been bullied in the past, of these students, approximately one in ten (9%) had been bullied in the last couple of days. Figure 7 shows that last time victims were bullied.

Figure 7: Last time victims were bullied
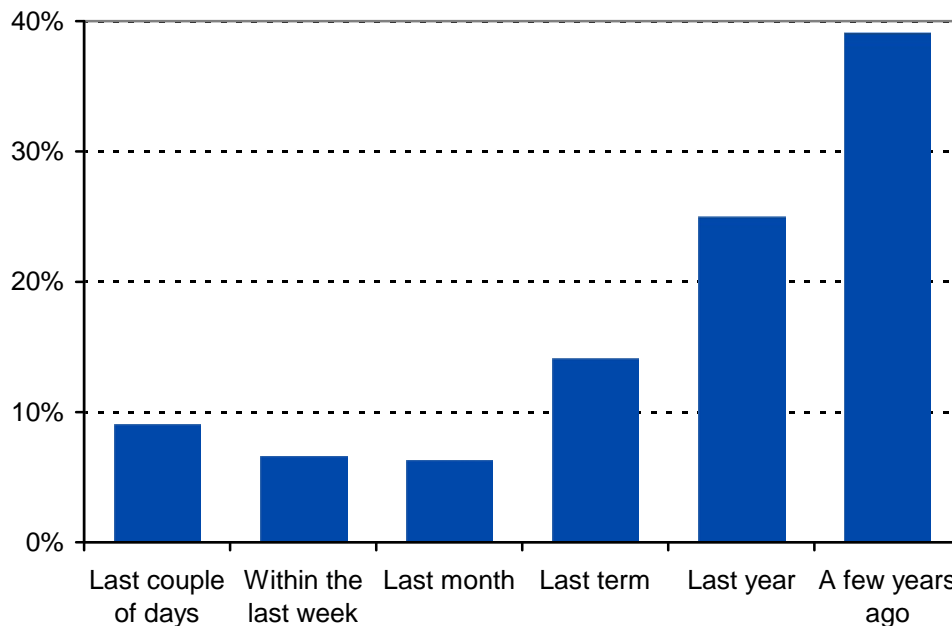
Victims were asked when and where they were bullied, the results are shown in Figure 8. The results are similar to those presented in the "witness" section of this report. Lunch time appears to be the most prevalent time for bullying to take place, and most victims appear to be bullied in the playground. However, more the one-half of victims, 53%, stated that they were bullied in the classroom.

Figure 8: When and where victims were bullied

When bullying takes place		Where bullying takes place	
Lunch time	74%	In the playground	88%
Break time	56%	In the corridors	44%
In class	53%	In the changing rooms	28%
Going home from school	22%	In the dinner hall	27%
Going to school	11%	In the toilets	19%
		On the school bus	8%

Victims were asked what type of bullying they had been subject to, in many cases victims mentioned more than one type of bullying. As with witnesses, the most common form of bullying was "being called names", 87% of victims stated that this had happened to them. More than a third of victims, 35%, said they were "punched or kicked", a similar number, 34%, said they were "excluded", and 8% were "sent horrible text messages or emails."

Victims listed a wide range of reasons why they were being bullied, again the most frequent response was that the victim "didn't know" why they were being bullied. Figure 9 lists the main reasons why victims feel they have been bullied. The main "other" reasons given were because of "a general dislike of the person", "they were an easy target" or because they were "jealous".

Figure 9: Reasons given for being bullied

Don't know	46%
Because of my image	42%
Other reason	*35%*
Because of my group of friends	19%
Because of my ability	14%
Because of my religion	6%
Because of my gender	2%
Because of my ethnicity	2%
Because of my sexuality	2%
Because of my disability	2%

Victims were asked what they did about the bullying. Figure 10 shows the responses received. More than three-fifths of victims, 62%, told their parents about the bullying. Telling a teacher or a friend were also popular, however, more than one-quarter of victims did nothing about the bullying they were suffering. Many students reported that they sorted the problem out themselves, this included "bullying the bully back", "ignoring the bullying" or "generally standing up to bullies"

Figure 10: What victims did about bullying
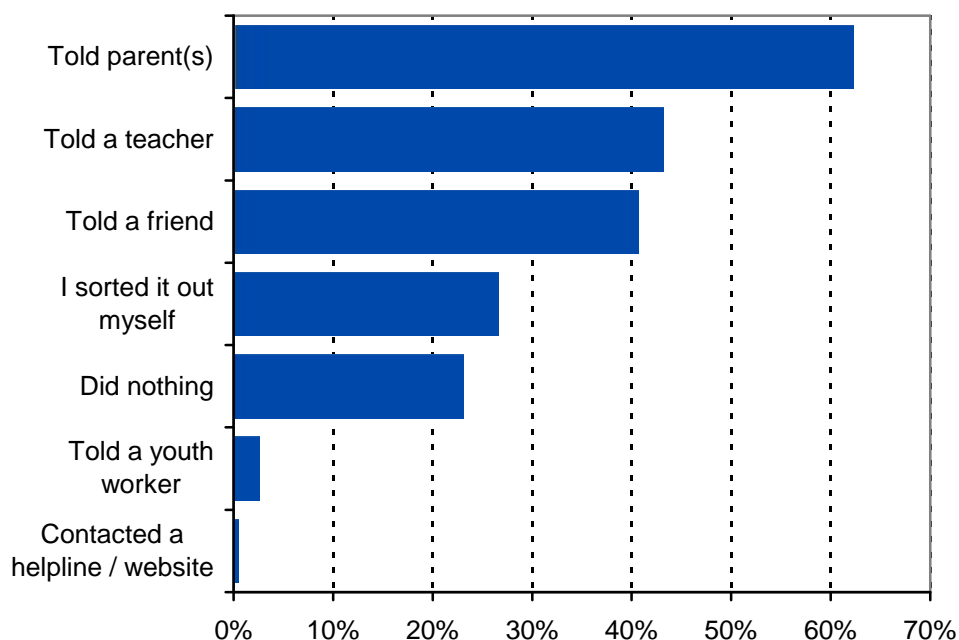
Victims were asked if they felt supported, 50% said they did feel supported, 37% said they didn't feel supported, and the remaining 17% didn't know.

Victims were asked how the situation was dealt with, in over half the cases, 56%, parents were involved, Figure 11 shows all the approaches adopted.

Figure 11: How victims dealt with bullying

Parents were involved	57%
Bully supervised by teachers at break / lunch	35%
Name and shame	18%
Bully was suspended	13%
Bully was excluded	9%
I moved school	6%
Mediation	6%
Police were involved	4%
I moved class	3%
I moved form	3%

Victims were asked whether the issues mentioned in Figure 11 stopped the bullying. Overall, in more than two-thirds of cases (69%), the bullying has stopped, and in approximately one in five cases (21%), the victim is now friends with the bully.

Figure 12: Situation between victim and bully after bullying was dealt with

Victim and bully are now friends	21%
Bully has now stopped	48%
Bullying is not as bad as it was	14%
Nothing has changed	11%
Bullying has got worse	6%

Results – Dealing with bullies

Approximately one in five respondents (22%) believe that bullies are appropriately dealt with. More than one-half (58%) believe they are not appropriately dealt with, whilst the remaining students (20%) didn't know. Figure 14 shows how respondents think bullies should be dealt with.

Figure 14: How bullies should be dealt with

Parents involved	58%
Suspended	55%
Excluded	49%
Name and shame	40%
Privileges removed	49%
Supervised by teachers at break / lunch	40%
Isolated from friends	38%
Police involved	25%
Mediation	13%

Students were asked what else they think that their school could do to stop bullying. Figure 15 shows that "more power to teachers to stop fights" and an "anonymous reporting box" are most popular, both receiving support from nearly one in two students.

Figure 15: Alternative ways to stop bullying

More powers for teachers to stop fights	47%
Anonymous reporting box	47%
Online reporting system	33%
More youth workers	28%
Personal mentors	26%
One point of contact to talk to	26%
Swipe cards for school meals	24%
Organised activities at lunchtimes	23%
More information / assemblies	23%
Mixed year form groups	15%
Nothing	*14%*
Mediation	11%

Recommendations

A   The Every Child Matters Survey be utilised as the main survey of children and young people's perceptions and attitudes towards bullying to enable trend data to be established, and thereby the effectiveness of the Warwickshire's Anti- Bullying Strategy can be reviewed. The current questions relating to bullying within the survey should be reviewed in consultation with young people to ensure that they are appropriate for this purpose and covers all facets of bullying.

B   The County Youth Panel be invited to make a nomination to join the Warwickshire Anti Bullying Partnership to represent the views of young people

C   The work programme of the Warwickshire Anti Bullying Partnership be made available to young people, via Youth Forums, School Councils, Youth Clubs and the County Youth Panel. The County Youth Panel lead on this and co-ordinate responses back to the Anti-Bullying Partnership.

D   The effectiveness of Warwickshire's Anti-Bullying Strategy and implementation plan be monitored by the Children, Young People and Families OSC with the County Youth Panel being invited to contribute to this Scrutiny.

E   The Anti-Bullying Partnership be requested to produce a step by step guide for schools to establish an effective anti-bullying policy. This guide should be a complimentary document to the Anti-Bullying Strategy and be developed in consultation with young people and be reflective of the issues highlighted by this review.

F   Consideration should be given to establishing a minimum standard for teacher, support staff and youth worker training in relation to bullying within Warwickshire

G   The Text2Talk service should receive continuous publicity and adequate resources should be made available for this. Additionally, young people should be involved in developing a publicity campaign for the service. With the possibility of a competition being run to further heighten awareness.

H.   The Anti – Bullying Partnership give consideration to how the impact of Text2Talk can be evaluated

I.   Ban da Bully at Polesworth International Language College be promoted by the Anti-Bullying Partnership as an example of best practice.

J.   The Strategic Director for Children, Young People and Families submit a report to the Children, Young People and Families OSC detailing the availability of youth workers to all schools in Warwickshire.

K. The framework developed as part of this review (attached as Appendix B) be provided to schools as a resource to enable effective self-evaluation of bullying policies

L A bullying Kite Mark for schools and youth centres should be developed in Warwickshire in consultation with young people.

M Based on the research undertaken as part of this review, the following should be given significant importance in the Kite Mark developed:
- Meaningful involvement of pupils, School Councils and other student bodies in the development and monitoring of school policies
- Dedicated Teachers and Governors should be appointed to take the lead and be responsible for the effectiveness of anti-bullying policies and practices.
- Successfully building anti-bullying in the curriculum and thereby developing a "whole school approach"
- Links with other appropriate agencies to ensure that a consistent approach is taken with both perpetrators and victims, when bullying occurs outside of school.
- School councils should be encouraged to report annually to governing bodies on the effectiveness of their school policy
- Effectively challenging the bystander role
- Posters and leaflets promoting and explaining the school policy
- An awareness raising process for staff, pupils and parents – including written information, regular class and staff discussions, and the involvement of School Councils
- Address all facets of bullying, including cyber bullying, homophobic bullying, out of school bullying and bullying involving teachers as the victims and as perpetrators.
- Regular reviews of the school policy and its effectiveness

N Considering should be given to establishing a cluster system to base the Kite Mark within to encourage the sharing of effective practice and to enable peer reviews to be undertaken

O Details of examples of best practice like those outlined above, including the actions schools need to take to establish such initiatives and contact details of schools in Warwickshire who have well-developed initiatives, be contained in the document produced in relation to recommendation E

P The Strategic Director for Children, Young People and Families submit a report to the Children, Young People and Families Overview and Scrutiny Committee in 6 months outlining the progress made regarding the implementation of a measuring system and the impact of the system.