

Children and Young People's Trust

Anti-Bullying Strategy 2008 -11

1 Introduction

- 1.1 Nationally and locally, bullying has been identified as an important issue that affects children and young people across the school phases and beyond. It can take many forms, be obvious or subtle and affects people in different ways.
- 1.2 The governments' Children's Plan¹ acknowledges that about a third of all children experience bullying. Bullying at its worst can destroy lives, and have immeasurable impact on young people's confidence, self-esteem, mental health and social and emotional development.
- 1.3 Bullying is one of the biggest anxieties for children and young people in Solihull, reported through consultations and surveys, and as a result, anti bullying and personal safety were included as one of the six priorities within the Children and Young People's Plan.
- 1.4 Bullying is also among the top concerns that parents have about their children's safety and well being at and on the way to and from school.
- 1.5 The Joint Area Review 2008 commented on the effective multi agency anti bullying work that is showing an impact, but there is local recognition that more needs to be done to develop co-ordinated strategies to address children's concerns in school and in their community.
- 1.6 Solihull is committed to developing its Anti-Bullying Strategy across the Local Authority and its partners. This strategy, a refresh of the existing Anti Bullying Strategy, will be overseen by the Children and Young People's Trust Board.

2. Purpose of the strategy

- 2.1 The overall aims of the strategy are to:
 - 2.1.1 Raise awareness of the serious and profound effects of bullying on children and young people

¹ The Children's Plan DCSF 2008

² Safe to Learn DCSF 2007

- 2.1.2 Promote a culture where bullying is unacceptable
- 2.1.3 Develop a shared understanding of the nature and range of bullying behaviors including racist, homophobic, disability based bullying and cyber-bullying
- 2.1.4 Work towards a more co-ordinated approach to ensure greater consistency of policy and practice between agencies and schools, including intervention and prevention strategies
- 2.1.5 Share and disseminate good practice
- 2.1.6 Continue to listen to the views and contributions of children and young people

3. What is Bullying?

- 3.1 It is important to distinguish bullying from other forms of misbehaviour, as it is easy to label any incident as 'bullying'.
- 3.2 The Department for Children, Schools and Families (DCSF) has defined bullying as **“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”**²We are promoting this definition with education settings in Solihull.
- 3.3 In the wider Solihull community we are using a broader definition, as provided by a multi agency group of practitioners :-
‘deliberately hurtful behaviour, involving an abuse of power and usually repeated over a period of time, where it is difficult for those bullied to defend themselves.’
- 3.4 Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying related to home circumstances, i.e. young carers or looked after children; sexist or sexual bullying.
- 3.5 Bullying can be inflicted on a child by another child, between children and adults, by individuals or groups, and it can take many forms including:
 - Physical threats or violence
 - Verbal intimidation or abuse
 - Non-verbal mental or emotional abuse or pressure
 - Written harassment e.g. notes, graffiti, text messages or emails
 - Sexual, racial or homophobic harassment
 - Anything that aims to make someone feel miserable, lonely or helpless

- 3.6 Bullying often starts with events such as teasing and name calling which rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse, such as domestic violence, racial attacks and sexual offences.
- 3.7 The community definition has been widely consulted on with groups of young people across the borough. These include Anti-Bullying Behaviour Alliance, the Youth Council, the 'Safe Time Out group, (young people with learning difficulties and disabilities), Young Carers, an Access to Further Education group at Solihull College, the Social Inclusion Project (Young People not engaged in mainstream education, employment or training) and National Society for the Prevention of Cruelty to Children (NSPCC).

4. Stakeholder involvement

- 4.1 A range of stakeholders have been involved in developing the Anti-Bullying Strategy, through a strategic group, chaired by the Children and Young People's Trust Board Champion. The Strategic Group membership has been taken from representatives from Solihull Council officers, practitioners from education, health, social care and partnership organisations including the Police and the Voluntary, Community and Independent Sector. This group also includes representation for parents/carers, children and young people from Solihull.
- 4.2 The remit of this group is:
- To develop, review and disseminate the Anti-Bullying Strategy.
 - To identify and review priority tasks or activities for the local area.
 - To audit and collate information on anti-bullying practice and activities, including incident monitoring, throughout the area covered by SMBC.
 - To recommend the development of anti-bullying support services and anti bullying initiatives.
 - To promote and where possible, support anti-bullying work of voluntary, independent and community agencies.
 - To produce an Annual Report relating performance against targets set.
 - To have representation on the Anti-Bullying Alliance (ABA) Regional Network Group.
 - To raise awareness of Anti-bullying Strategy across the borough.
 - To support the Commissioning Officer with identification of funding and development of services.
- 4.3 The ongoing input of children and young people to the strategy is vital. Solihull Youth Service works in partnership with the NSPCC to co-ordinate ABBA (Anti Bullying Behaviour Alliance), which is the local link to the National ABA (Anti Bullying Alliance). The young people in this group are enthusiastic and dedicated to raising anti-bullying awareness and co-ordinate many activities. The main point of contact is through the Youth Council,

on which ABBA is represented but which also includes representatives from a wider range of groups of young people.

- 4.5 Further consultation, is currently being carried out by a group of Young People supported by The Children's Society across all areas of the Borough to broaden young people's participation and to include a wide age-range of views.

5. The Vision

"Solihull is a place where children, young people and adults can enjoy quality of life in a place free from bullying".

6. Measures of Success

- 6.1 Children and young people report a reduction in incidents of bullying through consultations
- 6.2 Children and young people feel safe in school and in the community from bullying and discrimination
- 6.3 Children and young people feel confidence in the system for reporting bullying at school
- 6.4 Children and young people are involved in providing support to their peers in school
- 6.5 Parents feel that they know how and where to access support and know their concerns will be listened to and taken seriously
- 6.6 Children and young people are able to make positive, respectful relationships and choose not to bully or discriminate
- 6.7 There is a shared understanding of the nature and range of bullying behaviours including racist, homophobic, and disability based bullying and the impact of technological bullying
- 6.8 There is a co-ordinated approach across agencies and schools to ensure greater consistency of policy and practice s, including intervention and prevention strategies

7. National Context

- 7.1 The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made clear that no form of bullying should be tolerated. It is compulsory for schools to have measures in place to encourage good behaviour and respect for others on the part of pupils, and to prevent

all forms of bullying. The DCSF supports schools in designing their anti-bullying policies, and their strategies to tackle bullying, by providing comprehensive practical-guidance documents. Regional Advisers with expertise in the field of bullying are also on hand to help schools implement the guidance and draw on best practice.

- 7.2 Since September 1999 Local Authorities (L.A.) have specific duties to combat bullying. Schools must have anti-bullying policies and procedures and LA's must ensure that they comply with their duties. In particular, the Education and Inspections Act 2006 requires that head teachers must determine measures on behavior and discipline that form the school's behavior policy, acting in accordance with the governing bodies' statement of principle. The policy must include measures to be taken with a view to "encouraging good behavior and respect for others on the part of pupils, and in particular, preventing all forms of bullying among pupils.
- 7.3 The Staying Safe Action Plan, published in February 2008 covers the full range of the stay safe outcomes, and was published following a major consultation with parents, children and young people, practitioners and members of the general public. Improving safety on the streets continues to be a primary concern, with particular reference in the action plan to initiatives such as peer mentoring in schools, tackling anti social behavior on public transport, positive activities for young people, and new guidance and training on tackling bullying, including cyber-bullying.
- 7.4 The revised Outcomes Framework for Children and Young People, published in 2008 includes two National Indicators relating to bullying. The relevant indicator under Stay Safe is the percentage of 11 to 15 year olds who state they have been bullied in the last twelve months. The relevant indicator under Make a Positive Contribution is the percentage of 10 to 19 year olds admitting to bullying another pupil in the last twelve months: attacking, threatening or being rude due to skin colour, race or religion.
- 7.5 The new Ofsted Inspection Framework requires Inspectors to evaluate and report on the extent to which pupils feel safe from bullying and assess how effectively schools deal with bullying incidents, racism and racial incidents.
- 7.6 There is a wide range of national guidance and regulation seeking to reduce bullying and discrimination. This includes:-
- The United Nations Convention on the Rights of the Child, containing a number of articles relating to the issue of bullying, including Articles 12, 19 and 28
 - The Race Relations Amendment Act 2000 requires schools to promote race equality rather than simply reacting to racist incidents,

with requirements of the Act linked specifically to schools' anti-bullying policies

- The Disability and Discrimination Act 1995 and 2005
- Gender Equality Act 2007
- Special Educational Needs 2005

7.7 Bullying can disproportionately affect ethnic minority young people and include racist bullying. National research suggests a possible link between levels of racist bullying and levels of exclusion of ethnic minority young people. This suggested that young people who suffer racist bullying and are not “heard”, then act against the bully violently and are excluded.

7.8 Homophobic bullying, bullying of children in public care or young carers and the bullying of disabled young people is also of concern. Much of this bullying is based on a non-understanding of difference. Agencies also need to be aware of faith based bullying, and sexist stereotyping as a basis for bullying. Actions to understand and accept difference are at the heart of new guidance for schools as well as specific work related to categories of bullying such as homophobic bullying and racist bullying.

7.9 Specific advice and guidance is already given to foster carers concerning bullying and the young people in care web site – www.awayahead.org.uk has a section on bullying issues for young people in care.

8. What works in Anti bullying?

8.1 ” Safe to Learn: embedding anti-bullying work in schools is the overarching anti-bullying guidance for schools, launched in September 2007. It offers good practice guidance on developing anti-bullying policies and practices. The guidance urges schools to involve the whole school community in agreeing the definition of bullying that it will use in its anti bullying behaviour policy in order to secure greater buy-in for its strategies to tackle bullying. It also lists a range of preventative strategies, including effective school leadership that promotes an open and honest anti bullying ethos, and use of opportunities to raise awareness of the negative consequences of bullying, such as Anti Bullying Week in November each year.

8.2 The evidence from earlier guidance suggests a possible slight decrease in bullying with positive results from a variety of interventions, including solution focused brief therapy; bully courts; mentoring by older pupils; training pupils in the implementation of peer support schemes, buddying and befriending, particularly in primary schools and

lunch time activity clubs in secondary schools. Circle time; active listening and counseling approaches; working with parents; improving school grounds and co-operative group work were all related as successful by schools responding to an evaluation of a second edition of the Government's anti-bullying guidance for schools "Bullying: Don't Suffer in Silence" (2000).

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

8.4 In November 2006, the Children's Commissioner, Professor Sir Al

Aynsley-Green highlighted bullying and the harm it causes and committed his office to tackling it. The Children's Commissioner believes that children and young people need to be actively involved and engaged in seeking solutions and by supporting one another, a change in peer culture can be achieved. This 'perspective sees Children and Young People as responsible actors in their own lives.' (Bullying Today, November 2006).

8.5 A report by the Children's Rights Director for England, published in February 2008⁴ looks at the views of children living away from home, or looked after by the local authority on their views of bullying. When asked the question what would stop bullies from carrying on bullying, 44% said understanding what it is like to be a victim of bullying is likely to stop someone doing it.

8.6 Smith et al, 2008⁵ recommends that "it is a strength that schools have ownership of the details of their policy and of their anti-bullying strategies, within a broad agreed framework. Schools need encouragement and support from the Local Authority if this potential strength is to be put to maximum effect".

8.7 Peer support programmes are becoming increasingly popular in UK schools as anti-bullying interventions. In a recent study by Cowie et al, 2008⁶, results indicate that "it is not so much that the existence of a peer support service reduces bullying and violence by its presence and the actions of the peer supporters. Rather, it is the awareness that peer supporters are there to help that enables students to perceive school as a safer place". They also recommend that "Schools need to disseminate and publicise the service in as many ways as possible, through posters, announcements, assemblies, parents' evenings, the local media and direct contact through tutor groups and year groups.

⁴ Children on Bullying. A Report by the Children's Rights Director for England, Ofsted 2008

⁵ P.K. Smith et al. A content analysis of school anti-bullying policies: progress and limitations. Educational Psychology in Practice, Vol.24. Number 1. March 2008.

⁶ H. Cowie et al. The impact of peer support schemes on pupils' perceptions of bullying, aggression and safety at school. Emotional & Behavioural Difficulties. Vol.13. (1). March 2008.

9. Local Context

- 9.1 Solihull Children & Young People's Plan identified bullying as a significant issue for children and young people in Solihull, and Anti-bullying and Personal Safety is one of 6 priorities for the Children and Young People's Trust.
- 9.2 The Local Safeguarding Children Board (LSCB) has been created under the Children Act 2004 as the statutory body responsible for protecting children at risk of significant harm, and contributing to the safeguarding and promoting the welfare of every child and young person. The LSCB has the lead responsibility for meeting one of the Government's key objectives for children as set out in the guidance under the Children Act 2004; that of staying safe.
- 9.3 There are a range of anti-bullying initiatives, which are provided by a variety of partners, from the statutory and voluntary sector in Solihull.
- 9.4 The Youth Service and Connexions provide a range of activities some of which are specifically targeted at young people who are at risk of or have been bullied, others help to build their resilience. These are delivered both in and outside of schools settings.
- 9.5 NSPCC and the Youth Service have worked together on the ABBA group, which is for children and young people who have been bullied. The NSPCC provides a safe environment for children and young people to have time out and counselling.
- 9.6 The Children's Society are commissioned through the Children's Fund grant. Participation Workers have worked in Primary schools, providing groupwork, which helps children to build resilience and skills against being bullied and not being a bully. An important facet of their work is around encouraging young people and staff to develop their thinking and awareness in relation to diversity.
- 9.7 Educational Psychology now provide a Duty Call Service with access to a senior member of staff for information and advice for issues including bullying. Educational Psychology has also prioritised casework involvement for bullying. Consultation Request forms can be completed for consideration for children and young people involved in bullying or when bullying is a group or class concern or whole school issue.
- 9.8 Extended Services, School Improvement (SIAS) and Specialist Inclusion Support Service (SISS) deliver a range of interventions to groups of children in schools, both nationally recognised materials e.g. Social & Emotional Aspects to Learning (SEAL) and Peer Mediation. Extended services run a transition programme for children when they

move from primary to secondary schools (see Appendix 1 – Service Mapping).

- 9.9 Social Emotional Aspects of Learning (SEAL) is an explicit, structured whole curriculum framework and resource for teaching social, emotional and behavioural skills to all primary and secondary pupils. It is a whole school thematic approach that includes a module on bullying. 66 Primary Schools and 3 Special schools are participating in SEAL.
- 9.10 The National Healthy Schools Programme (NHSP) promotes the health and well being of all its members through a culture and environment, which supports the taught Personal Social Health Education (PSHE) and citizenship curriculum. It also encourages the whole school community (pupils, staff, parents, governors and community partners) to take part in policy development, physical, social and cultural activity and to support each other's learning. Pupils' views need to be reflected in the implementation and development of these activities to meet their health, social learning needs, emotional health and well being. 53 % of all schools in Solihull have achieved the National Health Schools Standard.
- 9.11 Solihull Children & Young People's Trust has adopted the National Youth Agency's Hear By Right standards for the active involvement of children and young people in decisions that affect their lives. The Children's Society is working with a group of young people to train them to undertake a consultation about anti-bullying, what works and what will make it better – what they would like to see developed both inside and outside of our schools.

10. Headlines from Needs Assessment

- 10.1 There is little hard information about the scale of bullying in schools and communities, nationally or locally. Much of the information available comes from TellUs surveys and the Health Related Behaviour questionnaire conducted in schools.
- 10.2 Nationally, a summary of surveys of bullying conducted between 1997 and 2002 (Smith 2005) concluded that bullying is a continuing problem and is perceived as such by the majority of pupils even when they think their school is good at dealing with this.
- 10.3 A further study by Oliver and Candappa (2003) sponsored by the DfES concluded that over half (51%) of primary (54%) of secondary school pupils thought that bullying was 'a big problem' or 'quite a big problem' in their school. Just over half (51%) of pupils in Year 5 reported that they had been bullied compared with just over a quarter (28%) of pupils in Year 8.

- 10.4 In Solihull, consultations undertaken to prepare the Children and Young People Plan identified bullying as one of the biggest anxieties for children and young people in Solihull
- 10.5 The Health Related Behaviour Questionnaire, conducted with a sample of pupils in year 4, 6 8 and 10, and undertaken in 2004, 2006 and in 2007, has been the source of some information about the scale of the issue locally
- 10.6 In the HRBQ 2007, children and Young people reported the following in Years 4 & 6 (ages 8-9 and 10-11):
- 33% said that they had been bullied at or near school within the last 12 months.
 - Behavior reported as causing distress included being called nasty names, being teased or made fun of and being pushed or hit for no reason.
 - Of those pupils who said that they had been bullied in the month prior to the survey 18% said it happened outside at breaktime and 14% said in a classroom at breaktime. 8% reported being bullied during a lesson.
 - 22% of pupils reported that they thought they were bullied because of the way they looked.
 - 16% said because of their size or weight.
 - 8% thought they were bullied because of their race, colour, religion or culture.
 - 70% of pupils said that their school takes bullying seriously.
- 10.7 In the HRBQ 2007 , children and young people reported the following in Year 8 and Year 10 (ages 12 to 13 years and 14 to 15 years)
- 24% of pupils reported a fear of going to school at least sometimes because of bullying.
 - 18% said that they had been bullied at or near school in the last 12 months.
- 10.8 In the Tellus2 Survey 2007:
- 75% of Solihull young people said they had never been bullied in school, which was higher than the national figure of 70%.

- Only 54% of Solihull young people feel safe on public transport, compared to 68% nationally.
- Around 25% say they have experienced some form of bullying. Playtime and lunchtime can cause anxiety for up to 16% of 10 to 11 year olds, and 24% of females felt picked on for 'the way they looked'.

11. Resources

- 11.1 Core budgets within the Youth Service, School Improvement, Healthy Schools, Specialist Inclusion Support Services and Education Psychology Service are used to support anti bullying work in schools and community.
- 11.2 The Children's Fund Grant is used to commission anti bullying activity, through The Children's Society, who are delivering group work in schools i.e. Playground Pals.
- 11.3 The third sector bring a range of resources to anti bullying work, including the NSPCC support for ABBA. Barnados are also commissioned to provide counselling for young victims of crime, which includes bullying.

12. Priorities for Action /Next Steps

- 12.1 To monitor and evaluate the impact of the Educational Psychology Service telephone helpline for parents/carers and school staff to receive advice and guidance to support children and young people experiencing bullying in Solihull.
- 12.2 To establish a consultation response from Educational Psychology to individual incidents of bullying in Solihull.
- 12.3 To produce local authority guidance for schools on writing an Anti-bullying policy, communicating an expectation to produce Anti-bullying policy leaflets for pupils and a poster of the school Anti-Bullying charter.
- 12.4 To provide action research annually to inform local area of local priorities for Anti-Bullying initiatives.
- 12.5 To maintain the Anti-Bullying Behaviour Alliance (ABBA) Practitioner Group, co-ordinated by Educational Psychology and ABBA Young People's Group, co-ordinated Youth Service.
- 12.6 To improve awareness and responses to bullying inside and outside school by providing information packs for parents/carers and the wider community.

Appendix 1

Summary of the range of anti-bullying initiatives and interventions in Solihull – Service Mapping 2008/9

This is not an exhaustive list

ABBA jointly runs with NSPCC and Solihull Youth Service

A project which gives young people who have been bullied the opportunity to have their say. So far, they have carried out surveys in school, worked with a secondary school in writing their anti-bullying policy, produced a DVD and posters, and created a support network for young people who are being bullied.

An extract from NSPCC annual report

The ABBA group - Anti Bullying Behaviour Alliance - this is a campaigning and support group for young people who have been or are bullied. We run this group with a colleague from the Youth Service and over the last year the group have become a constituted group which means they have their own bank account and officers like a Chairperson and Secretary. They also managed to apply for and get a grant for £10,000 to develop a range of posters and materials for teachers to use in local schools. The group have also run a number of events for other young people and also workshops for adults on Anti Bullying awareness including one for the launch of the LSCB and helped the Time Out Team, to develop our own anti Bullying Policy by running a workshop for staff and young people together to have an understanding of what bullying is and how it affects children and what should be in place to try to stop it. The workshops were great at bringing us all together to think about bullying and what we could do!

Educational Psychology Duty Line – Since 1st September 2008, Educational Psychology provide a helpline for parents/carers, school staff and children's workforce. Office hours are 8.45 to 3.45pm Monday to Friday. Telephone 0121 770 6030 or email your enquiry to educationalpsychology@solihull.gov.uk

Educational Psychology Consultation Request – Since 1st September 2008, Educational Psychology provide casework consultation for children and young people that experience bullying and for those who bully others.

Massage In Schools Programme. SISS runs a peer massage programme which helps to relax pupils and helps to develop better relationships. This is delivered in a small number of Primary schools

Peer Mediation. Peer mediation is a service run by pupils for pupils, with the mediators acting as neutral facilitators of a learned process. This process is dependent upon everyone possessing peaceful conflict resolution skills. This occurs in a number of Primary and Secondary schools.

REACT delivered by Solihull Youth Service, NSPCC, The Children's Society and Education Welfare Officers. It is an eight-week course for young people being bullied providing an exploration of different strategies on how to cope, stop bullying; together with forming a support network.

SEAL – training is delivered to schools via the SEAL Consultant, as a curriculum resource aims to develop the underpinning qualities and skills that help promote positive behavior and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. The materials help children develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. They are organised into seven themes: New Beginnings, Getting on and falling out, Say no to bullying, and Going for goals! Good to be me, Relationships and Changes. Each theme is designed for a whole-school approach and includes a whole school assembly and suggested follow-up activities in all areas of the curriculum. Research suggests that this programme is effective in tackling bullying.

Solihull Youth Service offers a range of activities, projects and programmes tailored to meet the ever changing needs, issues and wants of young people across the borough, these activities are not all targeted at Young People who are at risk of or have been bullied but often help to build their resilience. These are detailed below.

- **SUMMER ACTIVITIES PROJECT** -Targeting young people not in education Year 10 +. A programme of outdoor activities focusing on communication and team building skills will be offered together with a focus on future plans.
- **TRAIN THE BRAIN – (SELF DEVELOPMENT COURSE)** - A 5 day course targeting young people at risk of exclusion where intervention is still a possibility. The course is highly interactive and is basically about raising self-awareness and exploring what the young person wants for the future and what changes need to be made for this to happen. The course focuses on what areas the young person wants to improve, looks at positive and negative attitudes and how they impact on behaviour, explores techniques that young people can use to protect themselves in stressful situations, introduces stress management techniques including meditation, enables young people to identify their goals and their first steps towards them. The course has been delivered 4 times now with a high rate of success particularly where young people receive on going support by referral agency, once the course has finished.

- **STAYING COOL** - A five half day intensive interactive course at Kingshurst Youth and Community Centre that looks at behaviour, consequences and ways to change behaviour. The course particularly focuses on uncontrolled anger. The course runs once a term for 8 young people. Referrals are made throughout the year and every young person is interviewed for suitability. The course has proved both popular and effective with young people particularly when follow-up from referral agencies is provided.
- **ISSUE BASED WORK** - A variety of issue-based courses are available. These include: -
- **EMBRACE** - A programme developed by The Children's Society that looks at racism and raises awareness on its impact. Delivered in schools or with specific groups.
- **EVOLUTION**
A varied programme of activities, issue based work and community projects that targets young people at risk of exclusion. A referral process is currently being developed but will be open to mainstream schools, the PRU, CAHMS YOT and LAC teams etc. The project aims to develop personal and social skills with opportunities to reflect on behaviour and activities to build on Young Peoples strengths.

The Children's Society is currently commissioned to deliver 3 strands of work in the Anti Bullying and Personal Safety area. Currently the primary practice/ intervention used is educational group-work in Primary and Secondary schools throughout the Borough. The 3 programmes are:

- **Playground Pals** – aims to reduce bullying in and out of school. Children are equipped to become peer supporters for others vulnerable to bullying. It looks to raise levels of self-esteem and confidence to enable children to resist bullying and to raise awareness of friendship and conflict in the playground. Workers are also currently working in partnership with the Educational Welfare Service to deliver **REACT** in secondary schools, which supports victims of bullying.
- **Embrace** – aimed at increasing community cohesion. It deals directly with racism, discrimination, prejudice and stereotyping and tries to encourage young people to develop their thinking around issues of diversity. This programme has been adapted to be delivered in the community as "Same Difference Days".
- **Keep Cool** – aims to address issues of domestic violence. It looks to raise awareness of healthy and unhealthy relationships in the home and enable children to identify safe adults who could keep them safe during domestic difficulties

Since April 08

- Playground Pals has been delivered to 58 pupils in 4 schools (18 sessions)
- REACT 8 pupils (3 sessions)
- A training event for lunchtime supervisors is planned for September 08
- Embrace has been delivered to 290 pupils in 5 schools (21 sessions)
- Keep Cool has been delivered to 7 children in 1 school

In the year 07/08 this team of workers had contact with over 2000 CYP engaging in these and other programmes.

Comments about the work include

School Staff "I feel privileged. An excellent programme, well designed and executed

Young person "I enjoyed doing everything, especially learning that racism can be harmful"

Teacher " This was an invaluable programme for not only helping the play pals to develop their social and emotional skills, but has now supported the school in providing an extra resource for promoting positive play times and tackling lunchtime issues"

Transition (Extended Services). Helps young people with their transition from primary to secondary school. This supports bullying issues by improving the school environment and relationships between year 7 and 8 pupils, and also enhances and develops the social and emotional well being of young people in schools at what is a potentially difficult time.

West Midlands Police – deliver a range of anti bullying sessions, from 1:1 to whole year groups. In secondary schools one hour workshops are delivered to each class in a year group, in primary schools 'Caring is Cool' part the Police anti bullying pack is used. They have also delivered training sessions around Internet safety which covers cyber bullying.