

BULLYING:
Report of the Bullying Task and
Finish Group

Final Report

Education, Children and
Young People Scrutiny Board

1. **Contents**

1.	Chairman's Foreword	Page 2
2.	Scoping Document	Page 4
3.	Members of the Task and Finish Group	Page 8
4.	Witnesses	Page 8
5.	Methodology	Page 8
7.	Background Information	Page 8
8.	Findings	Page 10
9.	Conclusion	Page 17
10.	Recommendations	Page 19

2. Chairman's Foreword

Bullying has a major impact on confidence and emotional well being and can stop children and young people learning. The Education, Children and Young People Scrutiny Board agreed to set up a Task and Finish Group, in order to find out more about what is happening in Solihull to prevent bullying and what support is available for those who have been bullied.

After receiving some background information about what is already happening in the Borough and what is planned by the Children and Young People's Trust, the Bullying Task and Finish Group felt that they could add value through contributing to the Anti-Bullying Schools Audit. Members from the Task and Finish Group participated in 11 school audit visits in total. These visits were conducted with Educational Psychologists who were conducting a full audit of every school in the Borough. One of the focuses for the Task and Finish Group was to consider the impact on schools following the issuing of the Local Authority Anti-Bullying Policy – Guidance and Framework.

From the visits that the Task and Finish Group participated in, there was evidence of some very good practice. This included commitment to keep working at the approach to bullying and seek improvement, as well as whole school approaches involving teachers, governors and parents.

From the discussions with Schools, Members identified examples where bullying policies had not been reviewed and updated recently. As a consequence they do not take into consideration the Local Authority Anti-Bullying Policy and Guidance. Members also noted there was some inconsistency between schools as to the extent to which parents and carers were involved in developing and knew about the Anti-Bullying Policy documents. Members emphasised the importance of Schools contacting the Education Psychology Service to discuss these issues, as well as to access the support available to address anti-bullying development areas.

A key area of concern for the Task and Finish Group was bullying occurring on journeys from home to school. From the Audit visits Members participated in it was unclear to what extent this was a problem across the Borough, particularly for secondary schools. Members concluded this issue must be taken into account in the Young People's Anti-Bullying Survey that will be conducted later in the year. The Task and Finish Group also requested that the findings of this survey be reported to the Education, Children and Young People's Scrutiny Board.

A further area of concern raised during the Audit visits was cyber-bullying and all schools are having to adapt to respond to this issue. During the evidence gathering for this Task and Finish Group, Members were informed that a local 'CyberSurvey' was conducted in November 2009. The findings of this survey must be made accessible to all Members.

During this Task and Finish Group, Members recognised the high-quality pastoral care of pupils in many schools. Members were also pleased to see commitment amongst all school visited to taking the issue of bullying seriously.

All visits Members participated in were facilitated by Educational Psychologists. Schools were also represented by a range of people including: Head teachers, Deputy/Assistant Head teachers, Behaviour/Inclusion/Special Needs Co-ordinators, Governors, as well as Pastoral Managers. I would like to take this opportunity to thank them and for the evidence they provided for this Task and Finish Group.

Councillor Mrs Debbie Evans
Chairman Bullying Task and Finish Group

3. Scoping Document

<u>Review Topic</u>	Bullying Task and Finish Group
<p><u>Task & Finish Group Members</u></p> <p>(Councillors involved)</p>	<p>Councillor Mrs D Evans (Chairman) Councillor T Hodgson Councillor G Craig Mrs Kirsty Hughes</p> <p>Mr Ben Yates (Co-optee) Mr Andrew Birch (Co-optee)</p>
<p><u>Officer Support</u></p> <p>(Scrutiny Officer and Principal Witness)</p>	<p>Rebecca Clarke – Scrutiny Officer Joseph Bright – Democratic Services Officer Mohammed Bham – Principal Educational Psychologist</p>
<p><u>Rationale</u></p> <p>(Key issues and/or reason for doing the review)</p>	<p>Members of the Education, Children and Young People Scrutiny Board wanted to find out more about what is happening in the Borough to prevent bullying, and to support those who have been bullied, and to consider the available advice for those who seek support.</p> <p>After receiving some background information about what is already happening in the Borough and what is planned by the Children and Young People’s Trust, Members felt that they could add value through contributing to the Audit of School Anti-Bullying Policies and through considering the results of a local young peoples online Cybersurvey focusing upon e-safety and bullying.</p>
<p><u>Purpose/Objectives of the Review</u></p> <p>(What the review should achieve)</p>	<ul style="list-style-type: none"> • To gain an understanding of bullying; • To identify whether there is a strategic approach to preventing bullying and supporting children and young people who have been bullied; • To participate in the audit of schools in collaboration with ABBA professional and ABBA young people’s group and the Educational Psychology Service; • To make recommendations for improvement based on the results of the schools audit, particularly focusing upon travel to and from school; • To consider the Cybersurvey results relating to bullying;

	<ul style="list-style-type: none"> To identify ways to provide elected Members with more information about bullying.
<p>Corporate Parenting</p> <p>How does the review consider provision for Children in Care?; or how does the review consider the impact of the policy area on Children in Care?</p>	<p>To explore guidance relating to foster homes (including SMBC commissioned services);</p> <p>To consider the survey results relating specifically to Children in Care and to consider whether specific bullying advice and guidance is needed for Children in Care</p>
<p>Indicators of Success</p> <p>(Desired outcomes - what could change as a result)</p>	<p>A reduction in the incidences of bullying amongst children and young people (measured by National Indicator 69: Children who have experienced bullying);</p> <p>Assurances that schools are fulfilling their responsibilities in preventing bullying incidences and supporting those involved in bullying;</p> <p>Improved awareness amongst all elected Members about the work being done in the Borough to prevent bullying and how they can contribute.</p>
<p>Methodology/Approach</p> <p>(What types of enquiry will be used to gather evidence)</p>	<p>Meetings with School staff as part of schools audit;</p> <p>Focus Groups of school children;</p> <p>Data analysis (from survey);</p> <p>Meetings with witnesses</p>
<p>Witnesses/experts</p> <p>(who to see)</p>	<p>Mohammed Bham – Principal Educational Psychologist</p> <p>School Staff</p> <p>Children and Young People</p> <p>Parent and School Governors</p>
<p>Sources of Evidence</p> <p>(what is required and where will it come from)</p>	<p>Anti-Bullying Policy: Guidance and Framework, (2008, SMBC);</p> <p>WUSSUP Summer 2009;</p> <p>Local Authority Anti-Bullying Strategy and Action Plan;</p> <p>Anti-Bullying and Personal Safety reports to Children and Young People's Trust Board (Nov 2008; May 2009);</p> <p>Local Area Agreement Target NI 69</p> <p>www.solihullyouthspace.org</p> <p>www.4u2dosolihull.org</p>

		Verbal evidence collected during school visits	
Site Visits (Where and when)		To a selection of schools as part of the schools audit. Other visits as required.	
Evidence Sources for Views of Stakeholders (Consultation/workshops/focus groups/public meetings)		Young People Co-optees representing views of ABBA Young People's Group; Survey of young people; Discussions with school representatives as part of schools audit; Focus groups of young people as part of schools audit.	
Resource Requirements (Person days, expenditure)		No additional resource requirements identified	
Barriers/Dangers/Risks (Potential Pitfalls and weaknesses of the project)		<p>Risk of duplicating work with the Children and Young People's Trust. The risk will be managed through aligning the work of the Task and Finish Group with the activities of the Children and Young People's Trust. The Task and Finish Group have engaged with the Principal Witness who is the Anti-Bullying Strategy Lead for the Children and Young People's Trust who also liaises with the Anti-Bullying and Personal Safety Lead for the Children and Young People's Trust (Ann Habens)</p> <p>The Task and Finish Group were particularly interested to know what work partners were engaged with to address bullying in community settings. This piece of work will consider journeys from home to school and Children in Care. Elements of the survey will also capture the experiences of young people in the community.</p> <p>At the end of their review, the TFG may recommend that the Education, Children and Young People Scrutiny Board consider the responsibility of all community settings where young people go as part of their future work programme.</p>	
Projected start date	August 2009	Other reporting	Scoping Document presented to ECYPSB 22/09/09 and shared with Children and Young People's Trust Board

Meeting Frequency	As required	Projected completion date	February 2010
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4. Members of the Bullying Task and Finish Group

- Councillor Mrs D Evans (Chairman)
- Councillor G Craig
- Councillor T Hodgson
- Mrs Kirsty Hughes (Parent Governor Co-optee to Education, Children and Young People Scrutiny Board)

Andrew Birch and Ben Yates (Members of the Anti-Bullying Behaviour Alliance) also attended the initial sessions, to scope the work of the Task and Finish Group and to consider some key background information about bullying.

5. Witnesses

- Mohammed Bham – Principal Educational Psychologist and Anti-Bullying Project Manager SMBC
- Denise Lewis – Youth Services SMBC

6. Methodology

As part of the review, the Task and Finish Group worked alongside Officers and participated in audit visits. The Task and Finish Group participated in a sample of 11 discussions with schools in Solihull.

7. Background Information

The Task and Finish Group explored some key background information about bullying.

What is Bullying?

Bullying is:

- An imbalance of Power
- Intentional
- Repeated over time

Where does bullying happen?

- In Schools
- In the community
- In Care
- Everywhere!

Why do people bully?

- Their friends do it
- They have experienced bullying themselves

- To exert power and dominance
- They haven't learnt what is acceptable and unacceptable behaviour
- Trying to fit in with other people
- Ignorance – e.g. don't understand the meaning of the language they use
- They are prejudiced towards some people

Why do people get bullied?

- They are different
- They are an easy target
- They respond to taunts (emotional extremes)

Strategies and Policies and how they relate to other priorities

- Local Authority Strategy
- Policy Guidance issued to schools (SMBC Anti-Bullying Policy)
- School and Individual Setting policies (e.g. youth centres, foster homes)
- Learning and Curriculum
- Interventions

The Local Authority Anti-Bullying Strategy links to other plans, including the National Healthy Schools Programme, Equality and Diversity Strategy, Community Cohesion Strategy, Emotional Well-Being and Positive Mental Health, Local Safeguarding Children's Board.

Members of the Education, Children and Young People Scrutiny Board wanted to find out more about what is happening in the Borough to prevent bullying, what support is available for those who have been bullied, and to consider the available advice for those who seek support.

After receiving some background information about what is already happening in the Borough and what is planned by the Children and Young People's Trust, Members felt that they could add value through contributing to the Anti-Bullying Schools Audit. A Schools Audit framework was developed to structure the conversation with schools and allow members to record their findings. This framework can be viewed at <http://www.solihull.gov.uk/Attachments/AntiBullyingSchoolsAuditForm.pdf> .

8. Findings from School Audit Visits

The Bullying Task and Finish Group participated in 11 school audit visits incorporating 6 primary schools, 1 special school, 3 secondary schools and 1 Pupil Referral Unit. The visits were conducted with Educational Psychologists who were conducting a full audit of every school in the Borough.

In total, the Education Psychology Service conducted School Audit visits at 85 sites. The range of school types visited included Nursery and Infant, Junior, Primary, Secondary, Special, Pupil Referral Units, Independent and Academy.

All visits were facilitated by Educational Psychologists, accompanied by some of the following – Educational Welfare Officers, Child and Adolescent Mental Health Services, Behaviour and Attendance Consultants. Schools were represented by: Head teachers, Deputy/Assistant Head teachers, Behaviour/Inclusion/Special Needs Co-ordinators, Governors, Personal & Social Development Leads, Pastoral Managers, Higher Level Teaching Assistants, Support Assistants and School Council.

A focus for the Schools Audit visits was to consider the impact on schools following the issuing of the Local Authority Anti-Bullying Policy - Guidance and Framework. This can be viewed at www.solihull.gov.uk/Attachments/AntiBullyingPolicy.pdf. This was distributed to Head teachers and Governors in local schools from November 2008. The Task and Finish group wanted to know whether schools had incorporated this guidance into their own policies and practice. In particular the members wanted to identify whether schools were reviewing and updating their policy documents, as well as establishing whether parents/carers were actively involved and knew about the bullying policy. They also wanted to establish what information the schools shared with children and young people about bullying issues and whether they accessed the support and advice available in the school community.

During the School Audit visits, schools were requested to provide the following information:

- A copy of the School Anti-Bullying Policy documents:
80% of schools had a Policy document available, 15% of schools had Anti-bullying Policy incorporated within their Behaviour Policy. 5% of schools were in the process of writing a policy, reasons for this included the arrival of a new Head teacher and Leadership Team.
- The date when the policy documents were written:
28% of policy documents were written during 2005 to 2007. 34% were written or reviewed in 2008. 35% of policy documents were written or reviewed in 2009. 3% of policy documents had not recorded a date of when they were written or when they were due to be reviewed.
- Whether Anti-Bullying Policy information was sent home to parents:
70% of schools provided written information for parents, either at the start of the year, when children started at a new school or this information was

available on the school website. 30% of schools had not made provision to share Anti-Bullying Policy information with parents/carers.

- Whether information, such as posters, charters, screensavers or leaflets had been written for children and young people informing them of the school's Anti-Bullying Policy: 55% of schools provide such information. 45% of schools had not made provision for this.

8.1 Initiatives to prevent bullying and provision of support and advice

From the visits that the Task and Finish Group participated in, there was evidence of some very good practice. This included:

- Commitment to keep working at the approach to bullying and seeking improvement;
- Whole school approaches involving teachers, governors and parents. A number of schools endeavoured to ensure a whole community solution to the problem;
- Focusing on behaviour, not on labelling children; and
- Caring attitudes towards those bullied and the bullies.

From the visits Members participated in, they identified a number of initiatives used by the schools. This included peer mediation, bullying mentors, home-school agreements, action plans, circle time, mentors, letter boxes, playground pals, family support workers and assemblies. Many of the schools placed a significant emphasis on talking to both the perpetrator and the victim.

From the visits conducted by the Educational Psychologists, the following **pro-active strategies** within the schools were identified:

- School ethos – with an emphasis upon ‘No Outsiders’; Value-led school; *R*ock of *R*espect, *O*ppportunity, *C*ourtesy and *K*indness; strong relationships with parents
- Activities during an Anti-bullying week each year
- Safe environments - Playground supervision and toilet design
- Assertive Discipline – Rewards and Sanctions (staff training by Emotional, Social and Behaviour Difficulties Team)
- Social and Emotional Aspects for Learning Programme and Personal and Social Development Assemblies – including sessions for Anti-Bullying; Materials such as posters and booklets
- Healthy Schools Status, includes a requirement for having policy and procedures for Anti-bullying
- Circle time; Mediation; School Council (support from Personal & Social Development Team -Quality Division)
- Building Learning Power (BLP) – introduced by School Improvement & Advisory Service
- Solihull Approach Parenting Programmes – accessed via Child and Adolescent Mental Health Services
- Using pupil and parent surveys to inform School Improvement Plans, e.g. Health Related Behaviour Questionnaire

- Nurture Groups; Nurture Assistants; Nurturing Schools Ethos – advice and training available from Educational Psychology
- Definitions – e.g. Hurtful behaviour S.T.O.P.; Pattern, Repeated, Planned
- Commissioned Anti-Bullying programmes for classes and groups of children: Playground PALS; Embrace; Keep Cool (all delivered by The Children’s Society)

The Educational Psychologists also identified the following **reactive strategies** within the Schools:

- Disciplinary approach - e.g. Zero tolerance
- School react quickly and decisively
- Positive and sensitive handling by community avoiding the ‘no problem here’ approach
- Clear systems of communications between pupils, staff, parents/carers with parental or Police involvement, as necessary
- Personal support sessions for bullies and those bullied
- Mediation between victim and perpetrator
- Bullying/Incident/Behaviour logs (shared with Governors/Head teacher)
- Conflict resolution between victim and perpetrator

8.2 Issues identified during School Audit visits

Members identified a number of issues when participating in the School Audits:

8.2.1 School Anti-Bullying Policy documents not recently reviewed or updated

There were some examples where bullying policies had not been reviewed and updated recently. This also was an issue identified by the Educational Psychologists, where it was reported that 28% of schools had not reviewed their policies since 2005 – 2007. As a consequence schools had not taken into account the recent local guidance and framework issued in 2008, which was informed by the DCSF Safe to Learn national guidance. This could potentially leave schools open to challenge from children and young people and their families and Anti-Bullying Policy documents may not include issues such as identity based bullying, such as homophobic or racist bullying. In addition, the older Anti-Bullying Policy documents may not take account of bullying using new technologies, referred to as cyber-bullying.

Case Study

The situation

A large secondary school requested Educational Psychology Service (EPS) advice to support them with the process of developing a new anti-bullying policy. A Trainee Educational Psychologist (TEP) on placement with the EPS worked in conjunction with an Educational Psychologist (EP) and a member of the Specialist Inclusion Support Service (SISS) over a period of 3 months.

What happened...

The TEP and EP had meetings with the Deputy Head and SISS to negotiate how the EPS input could contribute to a comprehensive and coherent anti-bullying policy that involved input from a range of agencies.

This process was informed by a literature review of current knowledge around effective anti-bullying practices. Support was provided for the school in carrying out their own evaluation through the use of a pupil questionnaire.

What happened next...

A series of focus groups were conducted where teachers, support staff and pupils were asked to reflect on the factors that contribute to an anti-bullying ethos. This information was then fed back to key staff and agencies alongside the data that had been generated by the school through the pupil questionnaires. The EPs also formulated a framework for review to be used by the school to contribute further towards their policy development.

The information gathered was able to provide an evidence base on which the school could formulate their anti-bullying policy.

8.2.2 Parents/carers involvement and awareness of School Anti-Bullying Policy documents

Members noted some inconsistency between schools as to the extent to which parents and carers were actively involved in developing and knew about the Anti-Bullying Policy documents. Some schools proactively engaged and consulted with both parents and children, to ensure a community solution to the problem and a family orientated approach. Some schools held regular sessions for the parents/carers, whilst others only sent the policy out to parents/carers of new starters as part of an information pack or information was distributed during Anti-Bullying week. However, at some schools it was recognised that parents and families could be more involved both in developing and reviewing a school's Anti-Bullying Policy documents, as well as becoming more involved when incidents of bullying occur. It was also identified that some schools took a very formal approach towards bullying, focusing on the individuals involved in incidents of bullying, rather than a whole school approach.

8.2.3 Bullying occurring on journeys from home to school

In relation to journeys to and from school, which were of particular interest to the Task and Finish Group, many schools commented that this was not an issue for them. For example, at primary schools, students were dropped off and collected, therefore there was little scope for bullying to occur and all of

the schools Members visited said they weren't aware of any bullying occurring in this context. However, all of these primary schools said that they did not think it was their responsibility alone, but it should share the responsibility with parents/carers and the police. Of the two secondary schools visited by Members, one of the schools commented that they did not think it was their responsibility alone to deal with bullying occurring on the way from home to school and vice versa unless the issue was brought into school and was affecting students' work and relationships with their peers. One of these schools said that they took bullying occurring on journeys seriously but also commented that the incidents were usually caused by pupils from other schools.

Case Study

The situation

A Bus Company raised concerns about pupils behaviour on the School buses

What happened

Issues on the buses were reported to the Director of Pastoral Care within the School. A meeting took place between the Director and the Managers of the Bus Company to review the issues and incidents, as well as to clarify roles and responsibilities around pupil behaviour on school transport.

What happened next...

The School and the Bus Company developed a Safer Travel Policy, which was signed by all parties. A reduction in anti social behaviour committed by pupils on the bus journeys have been reported.

8.2.4 Cyber-bullying

A further area of concern identified by Members was cyber-bullying. Some schools reported feeling a sense of helplessness when trying to tackle this issue.

Cyberbullying is the use of Information and Communications Technology, particularly mobile phones and the Internet to deliberately upset someone else, several times on purpose. Examples can include:

- Sending nasty or threatening text messages
- Sending horrible photos or video clips of someone else to other people
- Making silent or threatening phone calls
- Sending unwanted emails to someone, sending hurtful emails about someone or sending emails from someone else's address
- Spreading rumours about someone via Social Networking Sites
- Sending threatening or upsetting messages to someone in a chat room or through instant messaging

Members noted that at one school a police officer handled cyber bullying and talked to the children about this issue. They queried the possibility of this practice being shared across schools.

Solihull Cybersurvey: November 2009.

1,307 children and young people aged 10 to 18 years old have participated in a web-based 'Cybersurvey' which closed on 20th November 2009. Youthworks Consulting Limited has been commissioned by the Principal Educational Psychologist (Anti-Bullying Strategy Lead). 3 other Local Authorities in the Region took part in this. There is very little difference in the data between Solihull and other participating Local Authorities. Our Local data has very recently been made available:

- ❖ **Sample:** 46% Female; 54% Male. Largest cohort was aged 12 to 13 years old (40.2%) with 31.1% aged 10-11, 25.9% aged 14-15, 2.7% aged 16-17 and 1.7% aged 17-18. 92.7% have a mobile phone and 89.7% have a computer they can use by themselves at home.
- ❖ **E-safety education:** 92% of young people rated the staying safe online training as very good or quite good. 91.3% were taught how to stay safe online in school, 3.8% at youth club, 16.7% on a website, 58.6% by parents and 15.6% by brother or sister. 12.2% of young people said they never or do not really follow the safety guidelines.
- ❖ **Cyber-bullying:** 36.1% (472 respondents) knew of someone that had been Cyber-bullied. 55.4% had received unpleasant name-calling on their mobile phone and 23.8% received scary and threatening messages. 30.4% had received messages online that tried to make them do something they did not want to and 33.1% received messages that showed people were talking about them nastily online. 4.2% (55 respondents) admitted to cyber-bullying others.
- ❖ **Seeking help:** only 48.9% of young people that reported to have been cyber-bullied did tell anyone and only 48.9% did get help to stop it. Of concern, is young people's acceptance of cyber-bullying, such as 'I took it as a joke', 'mostly okay with my friends', 'not bothered', 'a little upset and down'.

General findings from those participating would suggest young people are de-sensitised to shocking messages online, e-safety training is rated highly and received at the right age, however they do not generally follow the guidance, maybe thinking 'it won't happen to me'. The challenge now is to explore 'What would make it normal for the majority of young people to follow guidelines and report cyber-bullying to stop it?' as young people want the bullying to stop, but may also want to remain part of the group.

8.2.5 What Schools would value support with

When Members participated in the School Audit visits, they recognised the high-quality pastoral care of pupils in many schools and the commitment to taking bullying seriously. Members also noted some primary schools acknowledged areas they wished to focus on: policy development and ensuring staff confidence when addressing bullying issues.

In addition, the Educational Psychologist's asked Schools what they would value support with and the following was identified:

- Establishing a Parent's Group to understand management of behaviour in schools
- Session to raise parent's awareness
- Support for parents/carers
- Strategies to help manage personal space in corridors
- Police involvement in community activities
- Bullying information for children produced by children
- Leaflet for parents – what bullying is and how to talk to your child about it

- Support with School Anti-Bullying Policy refresh, particularly with ways to involve children and young people.
- Bullying in the community, including sibling bullying – parents awareness of strategies
- Assemblies and other high profile events
- Cyber Bullying events for children and young people in Infant, Primary and Secondary phases
- Conflict resolution training for staff

Schools are able to contact the Educational Psychology Duty Line on 0121 770 6030 to discuss these issues, as well as ways in which they can access support to address anti-bullying development areas. If Schools would benefit from direct involvement from Support Services then they are advised to complete a Project Request Form. This form is available at <http://www.solihull.gov.uk/Attachments/ProjectRequestForm20092010.pdf>

Priority for Educational Psychology project involvement and coordination in 2009-10 has been allocated to:

- Anti-bullying policy, audit and pupil surveys.
- School's duty to promote Community Cohesion.
- Nurturing schools.
- Social and Emotional Aspects of Learning.
- Staff emotional well-being.
- Other projects (that can potentially benefit from the application of psychology).

Solihull Council is participating in a Total Place Anti Bullying Project in the sub-region of Coventry, Solihull and Warwickshire. This may offer wider access to services, training and information for schools, parents/carers and children and young people.

8.2.6 Survey of Young People

The Task and Finish Group was due to contribute to and receive findings from a survey of young people. The **Solihull Young People's Anti-Bullying Survey for 11-18 year olds** will now take place from October 2010. The survey development was deferred due to several other surveys taking place with young people in Solihull, such as Community Cohesion Young People's Survey, Consultation with young people about the Children and Young People's Plan and Health Related Behaviour Questionnaire. It was agreed that this aspect of the scope would not be pursued. Instead this piece of work was concluded around the findings of the School Audit Visits and around the question: 'How effectively are schools working to prevent bullying and provide support to those involved with bullying?'

The Young People's Anti-Bullying Survey for 11-18 year olds will provide information about the impact of the anti-bullying work undertaken to date. The findings will help inform local service priorities. Educational Psychology will be working in partnership with our local Anti-Bullying Behaviour Alliance

Professionals and Young People and national Anti Bullying Alliance. This is to establish our own Local Authority Annual Survey for young people, to be able to extract data about vulnerable groups. Part of the initial scope of the Task and Finish Group was to consider survey results of our local vulnerable children and young people, including: those that come under the care of the Local Authority, including unaccompanied asylum seeker young people (Corporate Parenting); special educational needs; disability; young carers; not attending school (e.g. elective home education, children missing education, young people attending a pupil referral unit).

8.2.7 How can Elected Members be provided with more information about anti-bullying?

During this piece of work, one of the issues Members raised was being provided with anti-bullying information.

Whilst this piece of work was being undertaken, anti-bullying has been one of the top six priorities for the Children and Young People's Plan. A consultation has been conducted regarding this Plan, during this municipal year.

Information regarding anti-bullying regularly features as part of the business of the Children and Young People's Trust Board. This can be viewed via the following:

- Children and Young People's Trust Board newsletter
- Children and Young People's Trust Board minutes
- Children and Young People's Quarterly report

There may be potential for the minutes of the Children and Young People's Trust Board to be shared at the Education, Children and Young People's Scrutiny Board. Members can also view information regarding the Children and Young People's Trust Board at <http://www.solihull.gov.uk/cypt/default.htm>

9. Conclusion

When Members, Educational Psychologists and Anti-Bullying Behaviour Alliance Professionals participated in the School Audit visits, they recognised the high-quality pastoral care of pupils in many schools and the commitment to taking bullying seriously. Members also noted some schools recognised areas they wished to improve, including policy development and ensuring staff confidence when addressing bullying. There were some very good examples of how schools tackle bullying. Some schools adopted a proactive approach to consult with both parents and children, to ensure a community solution to bullying.

From discussions about bullying occurring on journeys between home and school, it was evident that this was more of an issue in secondary schools as more students travel independently. It was unclear to what extent bullying

occurring on journeys to and from school was a problem across Solihull Borough.

There were some examples where bullying policies had not been reviewed and updated recently. As a result they do not take account of the Local Authority Anti-Bullying Policy and Guidance (2008). There was also inconsistency in the involvement of parents and carers in policy development and access to information for children and young people. Schools are able to contact the Educational Psychology Duty Line on 0121 770 6030 to discuss these issues, as well as ways in which they can access support to address anti-bullying development areas. This could include resources that may be available within the Total Place Anti Bullying Project in the sub-region of Coventry, Solihull and Warwickshire.

A key area of concern identified by Members, Educational Psychologists and Anti-Bullying Behaviour Alliance Professionals was cyber-bullying. Some school's reported feeling a sense of helplessness when trying to tackle this issue. This area needs to be prioritised within the commissioning process and can be informed by the local 'CyberSurvey' conducted in November 2009.

10. Recommendations

Finding	Recommendation
Schools reviewing their Anti-Bullying Policy documents	Schools are advised to review their Anti-Bullying Policy documents every two to three years, involving a period of consultation with the School community. These documents need to be informed by Local Authority guidance and support services.
Information for parents/carers	Information needs to be readily available and user friendly. This can take the form of paper documents, on the website and through presentations. School's can consider setting up a parent's support group and hold information workshops to raise awareness.
Information for young people	Information needs to be available throughout the year, with young people involvement in developing the materials, such as posters, screensavers and pocket-sized cards. School's may want to pool resources to access organisations that may be able to approach this subject in practical and appealing ways, such as performing arts.
Bullying occurring on journeys from home to school	It was unclear to what extent bullying occurring on journeys to and from secondary schools was a problem across Solihull Borough. Members would like further information about the extent of this being an issue for young people. This will be addressed via the Young People's Anti-Bullying Survey. The findings of this survey needs to be reported to the Education, Children and Young People's Scrutiny Board.
Cyber-bullying and information for young people and staff	Staff training and support is required to help staff feel more confident when trying to tackle this issue. This can be provided by Educational Psychology and Anti-Bullying Behaviour Alliance Professionals. Schools are able to contact the Educational Psychology Duty Line on 0121 770 6030 to discuss these issues.

	<p>The findings of the local online 'CyberSurvey' conducted in November 2009 needs to be distributed to all schools and made accessible to all Members, parents/carers and young people, along with information about the support services available.</p>
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