Bolton's Anti-Bullying Strategy

Bullying:
be strong speak out

October 2014

www.bolton.gov.uk

Bolton Council

Contents

Foreword

Bullying is bad for children and young people and bad for society. Our children and young people tell us they want it to stop – they are right to ask for our help to tackle it.

This multi-agency strategy, produced by bringing together the work of the various teams in Children's and Adults Services with that of partner agencies is a key part of our response to those children and young people.

Bullying can only be stopped by people – this strategy requires all of us to work together to make bullying unacceptable for anyone at any time in any place.

We also have very clear messages from our children and young people highlighting bullying as a key priority for them. There is a need to keep on working together to stop bullying where we can, and to support children, young people and their families when it does happen.

Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the schools behaviour policy which must be communicated to all pupils, school staff and parents.[1]

There is already excellent work being done in our education settings and Youth and Play services to tackle bullying, this strategy aims to build on that and to add value to it by co-ordinating our efforts and helping to paint the full picture of how we can beat bullying.

This document has been produced to:

- enable children, young people and parents to know where to go and what to do

- ensure that every school and out of school setting has a policy and practice that is shared with children and young people

- ensure that children, young people and professionals working in the system have access to high quality training and development

We hope you will find this document useful and that you will play your part in helping us to tackle bullying.

Bullying, together we can stop it. Be strong, speak out, get heard.

1 Preventing and tackling bullying : Advice for head teachers, staff and governing bodies (March 2014)

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying is repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally emotionally or through cyberspace.
www.gov.uk/bullying-at-school

Bullying is often described as a continuum with behaviour such as teasing and putdowns at the lower end and actions such as threats and anti-social behaviour at the upper end. Experience tells us that if behaviours at the lower end are left unchallenged they can escalate, leading to the need for external intervention.

Bullying can take many forms, the main ones being:

Physical bullying
- hitting
- taking or deliberately damaging people's things
- kicking

Verbal bullying
- name calling
- making insulting or offensive remarks
- making threats

Emotional or indirect bullying
- spreading malicious rumours or nasty stories
- leaving people out of social groups

Cyberbullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside education settings Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- via social networking sites
- offensive texts
- You Tube
- prank calls
- sexting

For each of these, the bullying can also be driven by prejudice based on:
- race (racism)
- gender (sexism)
- religion (e.g.islamaphobia)
- sexuality (homophobia)
- special educational needs and disability (hate crimes)
- sub culture hate crime (emos, goths, punks etc.)

Bullying hurts, frightens and upsets people, and it doesn't have to go on for a long time to do this. Sometimes people may feel bullied even though the 'bully' had not intended to cause any harm.

Bullying hurts, frightens and upsets people.

Bullying is when someone upsets you all the time for no reason. **Kelly, aged 9**

It's when people call you names or beat you up because you look different. **Alex, aged 8**

Bullying is a degrading injustice. Bullying is an intentional action causing unimaginable harm. **Tresor and Niki aged 14**

Bullying is making yourself feel big by making others feel small. **Anna and Harry aged 16**

Bullying is hurting someone physically and mentally with intentions to manipulating and belittling someone. **Aysha aged 14 and Erin aged 12**

Any form of behaviour which isolates humiliates, belittles or which mentally or physically hurts any other person. **From a school anti-bullying policy in Bolton**

Bullying is physical and/or mental abuse over a prolonged period of time. **Matthew aged 17 and Blean aged 16**

Impact of bullying

The impact of bullying and the damage inflicted are often underestimated. Bullying can cause considerable distress to children and young people; it can affect their health and development, sometimes causing physical symptoms such as insomnia and stomach-ache or, in extreme cases, causing a child or young person to self-harm or commit suicide. Bullying can be responsible for causing depression, low self-esteem, anxiety or social withdrawal.

Bullying can take place in children's homes, youth clubs, play centres, and education settings. It can happen in the classroom, on the playground, on corridors, on the way to and from school or outside school.
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside the setting. Cyber-bullying is a different form of bullying and can happen at all times of day or night and even on holiday, with a potentially bigger audience, and more accessories as people forward on content at a click. The safe haven of home and respite from face to face bullying no longer exists.

Bullying can be directed at any child or young person. Some groups are more vulnerable to bullying, including: looked after children, travellers, children from minority ethnic groups and children with disabilities or special educational needs.

If children and young people do not feel safe their emotional health and well-being will be affected. This can result in reduced attainment, poor attendance and increased truancy and less engagement in Youth and Play activities that can potentially lead to engagement in criminal or anti-social activities within local communities.

Signs of bullying

When a child is being bullied their behaviour often changes. There are a number of quite distinctive signs that a child may be being bullied, including any one or more of the following.

A child or a young person might:
- not want to go to school or to a youth or play centre
- begin truanting or go missing from home
- often feel ill
- suddenly become ill when it's time for school or time for youth club or play activities
- be frightened to walk to and from school or catch a school bus
- begin to fall behind in their schoolwork
- 'lose' possessions at school
- cease to communicate with their parents (particularly after school)
- change their behaviour, eg. become aggressive, withdrawn, anxious, have low self-esteem
- lose their appetite
- have regular nightmares, trouble sleeping and / or begin bed wetting
- ask for money or begin to steal money
- bully younger brothers/sisters
- self harm or attempt suicide

We also know that bullying can have a significant impact on children and young people's educational attainment. Evidence submitted to a parliamentary enquiry into behaviour in schools by the Anti-Bullying Alliance was quite clear:

"The Longitudinal Study of Young People in England (LSYPE)" showed that young people who reported being bullied had lower Key Stage 4 scores than other young people. They were more likely to leave full time education at the age of 16, and were particularly likely to be NEET (not in education, employment or training).

"A survey for Beatbullying found that a third of truants stay away from school because of bullying." **(See this link for the full memo)**.

The Stonewall report into the experiences of gay young people in Britain's schools found that 41% of gay young people have attempted or thought about taking their own life directly because of bullying and the same number say that they deliberately self-harm directly because of bullying (The School Report –The experiences of gay young people in Britain's Schools 2012).

What do Education Settings have to do?

The Education and Inspections Act 2006

There are a number of statutory obligations on education settings with regard to behaviour which establish clear responsibilities to respond to bullying.

- that every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;

- gives head teachers the ability to discipline pupils for poor behaviour that occurs **even when the pupil is not on school premises or under the lawful control of school staff**.

(The legislation outlined above does not apply to independent schools). This is not a full statement of the law (see **This Link** for the full guidance).

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act.

All services working with children and young people are required to comply with the new Equality Duty.

Under this act the following are protected characteristics

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Safeguarding children and young people

Children's Services and educational establishments have a duty, under the Children Act 2004 to safeguard and promote the welfare of children. The Government's Safeguarding Guidance 2006, states that:
"all settings in which children are provided with services should have in place rigorously enforced anti-bullying strategies".

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If staff working with children and young people feel that an offence may have been committed they should seek assistance from the police.

Bullying outside education premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the setting's premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct **when they are not on school premises** and are not under the lawful control or charge of a member of school staff (this legislation does not apply to independent schools). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Education Settings' Accountability: Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The Ofsted framework, as revised in April 2014, includes Behaviour and Safety as a key judgement. Schools should be able to demonstrate how they manage the behaviour of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of dignity.

(Taken from: Preventing and tackling Bullying: Advice for head teachers, staff and governing bodies. September 2012).

The role of the Governing Body

Leadership: it is recommended that within each governing body there is a lead individual or committee responsible for addressing bullying. The lead or committee should make sure that the wider governing body and the headteacher are meeting their legal duties with regard to bullying, and that the governing body has an active role in supporting the school both in prevention and response.

Legal duties

It is important that the governing body keeps up to date with the law and any government guidance relating to behaviour and bullying. Governors and headteachers have a legal duty to ensure the safety of pupils in their care – with particular responsibilities for tackling bullying.

The law requires that governing bodies must:

- write a statement of principles to promote good behaviour through consultation with the headteacher and other appropriate members of staff, parents and pupils (Education and Inspections Act 2006)

- promote the well-being of pupils in their schools (Education and Inspections Act 2006)

- safeguard and promote the welfare of pupils (Education Act 2002)

- produce an Annual Profile answering the question 'How do we make sure our pupils' 'are healthy, safe and well-supported?' (Education Act 2005)

- establish procedures for dealing with complaints about bullying, and all matters relating to the school, and publicise these procedures (Education Act 2002).

Current approaches, developments and initiatives in Bolton

Is bullying a big issue for children and young people in Bolton?

A recent survey of over 10,000 pupils in primary and secondary schools, and feedback from young people clearly identifies bullying as a key priority area for children and young people in Bolton. The survey confirms that even though the majority of children think bullying is dealt with, it still remains their number one issue.

These messages are reinforced by informal feedback from elected members, children's services staff, doctors, school and adolescent health nurses and voluntary organisations who confirm that bullying, and the fear of bullying, is regularly a key issue raised by children, young people and their families.

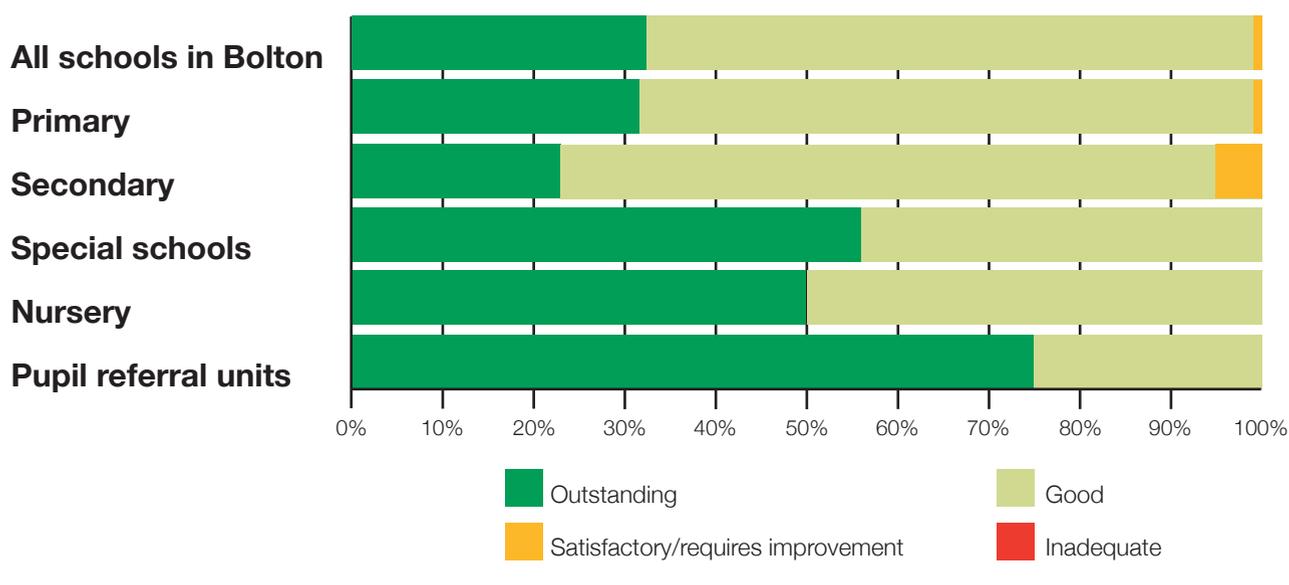|	Yes/No	Primary pupils	Secondary pupils	National Data
Do you feel safe from other pupils when you are at school?	Yes*	88%	85%	82%
	No*	7%	13%	18%
Do you feel safe from other people when you are travelling to and from school?	Yes*	82%	84%	82%
	No*	12%	14%	16%
Do you feel safe from other people when you are not at school?	Yes*	70%	85%	83%
	No*	21%	12%	17%
Are you being bullied?	Yes*	15%	6%	7%
	No*	76%	90%	93%
Do you know of other students who are being bullied?	Yes*	33%	26%	29%
	No*	58%	69%	71%

(Source: ECM Pupil Perception Survey Bolton Healthy Schools to July 2012).
*Does not add up to 100% as some pupils preferred not to say.

There is excellent work already happening in Bolton as can be seen in the table above. The vast majority of schools in Bolton have been judged good or outstanding by OFSTED for the behaviour of their pupils.

Understanding the range of provision already in place to help respond to bullying is a key part of our strategy. Once this is complete, this along with the learning coming from these programmes, projects and initiatives will be disseminated so that all schools, settings and services can learn from it.

Ofsted judgements for pupil behaviour achieved by schools in Bolton as at 31 March 2014

All schools in Bolton	
Primary	
Secondary	
Special schools	
Nursery	
Pupil referral units	

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

- Outstanding
- Good
- Satisfactory/requires improvement
- Inadequate

Bolton's Behaviour Support Service (BSS)

Bolton's Behaviour Support Service is part of Children's and Adults Services and leads the Local Authority's work relating to improving behaviour and reducing exclusions from schools.

The following programmes are offered by Bolton's Behaviour Support Service as part of their work to support children and young people directly and through education settings.

- **Peer mediation in the playground:** Targeted at Year 5 and 6 children to develop listening skills, empathy and problem solving in order to reduce conflict, aggression and bullying in the playground. Trained peer mediators are subsequently able to train further groups of children

- **Playground pals:** Older children are trained in how to teach and organise playground games with younger children in order to create sociable positive interactions in the playground

- **Lunchtime supervisor skills:** Training for lunchtime supervisors in conflict avoidance and positive communication with children

- **Active listening:** Developing active listening skills and awareness of self and others in order to promote a culture of tolerance and cooperation in the classroom

- **Training the bystander:** Training children to understand the meaning of the word bystander and the role of the bystander in a bullying situation. Understanding the difference that active intervention from the bystander can make

- **Circle time:** Training for school staff in order to develop listening, empathy, social skills, rules, cooperation and problem solving in children. Advanced Circle Time training in order to develop higher order thinking and problem solving skills

- **SEALs (Social and Emotional Aspects of Learning):** Small Group Work A strand of the DCSF SEALs Strategy targeted small group intervention for children who have delayed skills in the following areas, social skills, empathy, managing feelings, motivation and self-awareness

- **Mediation and conflict resolution:** Supporting children to manage problems and conflicts in relationships by training them to express themselves appropriately, to understand another person's perspective and create joint workable solutions to problems

- **Circle of friends:** Training to develop small group support networks for children who have experienced bullying

- **Anger management:** Children who have difficulties in managing anger are supported either individually or in groups to recognise and manage negative feelings and to develop alternative strategies

- **Counselling:** Individual or group based approaches for victims or children who bully using a range of therapeutic approaches

Bolton Play and Youth Service

Bolton's Play and Youth Service is a part of Children's and Adults Services and leads the Local Authority's work on developing children's Play and promoting children and young people's engagement and participation in positive activities and providing personalised support for targeted young people at risk of anti-social behaviour.

The following programmes are part of their work relating to anti-bullying:

Transition: Keyworkers work with young people who are at risk of exclusion in education settings up to Year 9. Work may involve role play in group work sessions where the bullied and the bully work together with keyworkers as mediators and one-to-one support sessions around self esteem issues for the child.

The Keyworkers also offer transition sessions within feeder primary education settings for Year 6 children. Whole class sessions around confidence building for SATS, self esteem and transition to secondary school - identifying which children may need Keyworker support when they move into secondary school.

This process also supports parents to understand the issues around bullying as they are involved in the Early Help Assessment process and Keyworkers regularly keep them updated on the child's progress.

Volunteering: Bolton Play and Youth Service volunteers - support young people aged 5 years and over to volunteer within its service, children 5-9 years are trained to be "Buddies" supporting other children within the play scheme, 10-13 year olds are trained in peer mentoring techniques to be Senior Members – supporting younger children and helping staff create wall displays/organise games for younger children; young people 14+ who sign up to volunteer within the Play and Youth Service have access to training eg; First Aid etc.

Many young people who volunteer move on to be employed by the Play and Youth Service.

This work promotes a positive a safe and nurturing environment within the Youth and Play Centres as children will be supported by a buddy/volunteers/peer mentors and staff.

Participation and engagement: Workers support children and young people's participation through mechanisms such as school councils, action teams, forums, management committees, Youth MPs, Youth Councils and events. Bolton Youth Council has worked on what bullying means to them and what should be done about this.

This group of young people have already identified that they would like a consistent approach across education settings and Youth and Play Settings. Some settings already have services - the young people want equal access to these.

Good Practice

Bullying is a complex issue and requires a whole school/setting/service approach to ensure sensitivity, consistency and clear communication. There is much good practice to celebrate with regard to anti-bullying work in Bolton's schools, settings and services.

Key factors that effectively contribute to schools, youth and play settings and services preventing bullying and dealing effectively with it are:

- ensuring that their whole community has a shared understanding of bullying and all stakeholders are consulted on the development, implementation and evaluation of the anti-bullying policy. For example, some use parent, pupil and staff surveys, focus groups and audits to inform their self evaluation

- investing in high quality training and continuing professional development so that staff know what bullying is and how to deal with it effectively

- cultivating a positive ethos of listening to children and young people, encouraging young people to share their feelings and tell staff about their concerns

- using peer support and peer mentors – they recognise that some children and young people are more likely to share their concerns with other young people, and also respond better to support from their peers

- involving parents to ensure that they are clear that bullying will not be tolerated and that that they are aware of procedures to follow if they believe their child is being bullied. Parents should feel confident that any complaint will be taken seriously and resolved in a way that protects the child, and that they reinforce the value of good behaviour at home

- using a wide range of strategies to meet individual needs and have internal support systems in place to offer support to young people and their families

- knowing how and where they can access external support from a range of agencies when appropriate. There are clear thresholds for responding, staff know when to involve external agencies for more serious cases

- providing a high quality learning environment with adults and young people modelling positive social, emotional and behaviour skills. In schools staff provide opportunities within the curriculum to systematically discuss bullying. In other settings these discussions are incorporated into the interventions provided

- recording incidents and use this information effectively to identify particular groups of young people who are more vulnerable, individuals prone to being victimised or exhibiting bullying behaviour

- regularly reporting incidents to the governing body to support them in discharging their statutory duties

- recognising the importance of involving young people in addressing solutions through structures such as school councils, working parties, use of circle time, presentations at assemblies, in one to one sessions, through Youth and Play and structured activities

- proactively reducing the potential for conflict and encourage co-operative play e.g. by zoning areas of the playground to increase the range of activities available

Support for victims and children who bully

If bullying persists, it can have consequences on a young person's emotional health and can lead to mental health problems such as depression or anxiety.

Educational Psychology Service (EPS)

The Educational Psychology Service is part of Children's Services. Schools are able to make referrals to this service if they are concerned about a child or young person's emotional health and well-being. The Educational Psychology Service are able to carry out individual assessments, consult with members of staff and/or parents in order to develop strategies for supporting the child/young person and provide some direct therapeutic work for children and young people. They may liaise with Primary Mental Health Workers and Child and Adolescent Mental Health Services when working with children/young people and their families.

The Educational Psychology Service also provides training for educational settings in order to raise the awareness of the mental health needs of children and young people, how to promote good mental health and how to identify difficulties in this area. Other bespoke training can be developed on request.

As the Educational Psychology Service is now a part traded service, schools have to pay for all non-statutory work either via a Service Level Agreement or on an ad-hoc basis.

School Nurse Drop-ins: All secondary education settings have a school nurse drop in and the nurses are able to support those young people who have issues relating to bullying which may manifest itself as a health issue such as poor self-esteem, self-harm etc.

The Parallel Young People's Health Centre (on Churchgate Bolton): Offers all young people between the ages of 11-19 access to an holistic health service staffed by specially trained adolescent health professionals.

Primary Mental Health Care Workers: The Primary Mental Health Care Workers are part of the CAMHS and team are trained to deal with low level mental health issues and try to resolve them at the earlier stages working in partnership with school, settings and services to help and support the child/young person and their family. They can refer cases needing a more specialist input to the Child and Adolescent Mental Health Services Team.

Counselling children and young people whose emotional/mental health has been severely affected can be referred for counselling.

In Bolton this can be accessed through:
- the Parallel Young People's Health Centre
- the primary mental health care workers
- your GP

Child and Adolescent Mental Health Services: If there are resulting mental health difficulties such as depression or anxiety then a referral can be made to Child and Adolescent Mental Health Services where the child or young person will be seen by a team of specialist child psychologists and psychiatrists.

Children Who Bully: Children who bully also need help to stop their bullying behaviour. Often they also have additional unmet needs or unresolved issues that have to be tackled. They may receive help and support from the Educational Psychology Service, Primary Mental Health Care Workers or from the Child and Adolescent Mental Health Services as described above.

Some of these young people are also known to other services. The Anti-Social Behaviour team challenge and support using an incremental approach to enforcement. There are a number of related youth crime prevention projects that target children and young people at risk and get them into purposeful activity. The Anti-Social Behaviour team also provides challenge and support for parents of children and young people engaged in anti-social behaviour and bullying.

Tackling Homophobic Bullying: The Healthy Education Settings Team can offer training to school staff on tackling homophobic bullying. The team has also been involved in the production and support materials of the Living It – tackling Homophobic Bullying in Secondary Education settings resource.

Relationships between this strategy and other existing strategies for Children and Young People in Bolton

The Community Strategy

Bolton Vision is a partnership of key organisations working together to improve life for everyone in Bolton. The partnership holds itself to account through the delivery of the Community Strategy, Bolton: Our Vision 2012-15, which has two main aims:

- achieve economic prosperity and maximise the local benefit

- narrow the gap in outcomes between the least and most well off

Within these overall aims, the Community Strategy sets a number of targets specifically addressing the needs of children and young people including the following targets for improved educational attainment.

In the exams taken in the summer 2014:

- **79.5%** of children leaving primary school will have reached a good standard in English and Maths

- **64%** of children leaving secondary school will have 5 good GCSEs including English and Maths

- **58%** of 19 year olds will have two or more A levels or an equivalent qualification

We have explained the clear link between bullying and lowered educational attainment, progress on raising educational attainment will be an important way of measuring the success of the strategy.

Bolton's Health and Wellbeing Strategy

The Health and Wellbeing strategy places great emphasis on ensuring that all children and young people in Bolton are given opportunity to develop and reach their potential. Achievement of Healthy Education settings Status is seen as a key way of ensuring that education settings are able to support children and young people effectively.

There is a clear relationship between this ambition and the Anti-Bullying strategy's objective of encouraging education settings to achieve and retain healthy education settings accreditation.

Bolton Safeguarding Children's Board Business Plan

BSCB has a strategic aim of "co-ordinating local work to ensure children are safe from abuse and neglect, accidental injury, crime and anti-social behaviour, bullying and discrimination." Although BSCB is not the lead agency on the Anti-Bullying strategy, development of the strategy clearly takes place within the context of BSCB's broader strategic agenda.

To ensure that the Anti-bullying strategy complements the broader work of BSCB, the membership of the Anti-bullying steering group has been reviewed to ensure that officers involved in BSCB's wider work are involved.

Bolton's Anti-Bullying Steering group

This multi-agency strategy is produced and over-seen by a steering group led by Children's and Adults Services and involving partners from both the statutory and voluntary sectors.

The aims and objectives of the steering group, are to:

- develop, implement and monitor Bolton's anti-bullying strategy incorporating the needs, views, perceptions and ideas of children, young people, parents and staff

- support all settings and services in accessing and developing effective anti-bullying policies and practices by providing high quality information, advice, training and development

- ensure these training and development approaches emphasise the need to protect and support the victims of bullying; and also the need to help the children doing the bullying to understand the causes and consequences of their bullying

- ensure a joined up approach to anti- bullying work incorporating the full continuum of awareness raising, prevention, early intervention and targeted support/ provision

- review and improve mechanisms for supporting all settings and services including education settings to deal effectively with incidents of bullying

- ensure that the anti-bullying strategy and related policies and procedures in all settings and services including education settings seek the views of, respond to and address the concerns of children, young people, parents and staff

- support and enable the sharing and adoption of good practice by education settings and to celebrate success gained in tackling bullying / harassment.

- describe and develop systems for ensuring minimum standards in relation to policy and practice in all settings and services including education settings

- consider mechanisms for accrediting all settings and services including education settings that have effective policies for tackling bullying/harassment as part of wider work on recognising inclusive practices e.g. inclusion kite-mark and healthy education settings (enhanced) status

- create, monitor, update and review an Anti-bullying action plan

- ensure the operational delivery of the anti-bullying strategy and report on progress made to the Local Safeguarding Children and Children's Trust Boards

- monitor, review and update the strategy and related plans in response to feedback from children, young people, parents and staff

- make recommendations through the Safeguarding Executive and Local Safeguarding Children's Board to the Children's Trust related to work that needs to be reviewed, commissioned or re-designed in order to address unmet/additional needs, close gaps or improve services

  (Please see Appendix A for the accountability arrangements between the Local Safeguarding Children Board (LSCB), Health and Well-being Board and the Vision Partnership)

How will we monitor and evaluate the strategy?

The strategy will be monitored by the Anti-Bullying steering group using available measures.

These include any relevant audit results and OFSTED judgements of the Behaviour and Safety in Education settings strand of a school inspection. Headline measures of school attainment will also be a key way of measuring the success of this strategy.

The steering group will provide reports into the Local Safeguarding Children's Board.

We will seek the views of children and young people in a number of different ways including using existing groups and services such as the Parallel and the youth MPs.

We will seek feedback on the effectiveness of our strategy from School Improvement Professionals and School Improvement Partners. We will also analyse school and other Ofsted inspection reports for judgements / comments relating to positive behaviour and anti-bullying and include feedback on these in our monitoring and evaluation reports.

We will continue to further develop means of monitoring the extent of bullying and evaluating the impact of our work over the life of the strategy. These measures will build on the monitoring mechanisms already in place.

Other useful resources

Reports and papers

- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies (March 2014)

- OFSTED: No Place for bullying Report (June 2012)

- Stonewall School Report experiences of Gay Young People in Britain's Education settings 2012

National Organisations

Anti-Bullying Alliance

UK's leading organisation in the field of bullying. Lots of resources and information on the website.
**National Children's Bureau,
8 Wakley Street, London
EC1V 7QE**
Tel: **0207 843 1165**
website: **www.anti-bullyingalliance.org.uk**

Beatbullying

Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people, and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.
**77-79 Church Road,
London SE19 2YA**
Tel: **020 8768 1017**
website: **www.beatbullying.org**

BM Education settings Out/LGBT History Month

Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.
**National London,
London WC1N 3XX**
Tel: **020 7635 0476**
website: **www.lgbthistorymonth.org.uk**

Britkid

This is a website about race, racism and life - as seen through the eyes of the Britkids. Support for education settings and young people
website: **www.britkid.org**

Bullying UK

Part of Family Lives is a national charity providing help and support in all aspects of family life. Lots of support resources for parents around all aspects of bullying. Live chat also available.
Tel: **0808 800 2222**
website: **www.bullying.co.uk**

Changing Faces

A charity which supports those with facial disfigurement. Advice for parents, children and education settings.
Tel: **0207 391 9270**
website: **www.changingfaces.org.uk**

Child Exploitation and Protection Online (CEOP)

Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes - to children and young people, parents and professionals. 'Polices' the internet.

33 Vauxhall Road,
London SW1V 2WG
Tel: **0870 000 3344**
website: **www.ceop.police.uk**

Childline

UK's free 24 Helpline for children and young people to call about any worry - more calls on bullying than any other issue. Also run **CHIPS** (Childline in Partnership with Education settings) - they work closely with education settings to help them set up effective support for pupils.

45 Folgate Street,
London E1 6GL
Tel: **020 7650 3231**
Helpline: **0800 1111**
website: **www.childline.org.uk**

Childnet

Non profit organisation working with others to help make the internet a great and safe place for children.

Studio 14,
Brockley Cross Business Centre,
96 Endwell Road,
London SE4 2PD
Tel: **0207 639 6967**
website: **www.childnet.com**

Contact A Family

Provides advice, information and support to families with disabled children across the UK and those who work with them.

209-211 City Road,
London EC1V 1JN
Tel: **0207 608 8740**
website: **www.cafamily.org.uk**

EACH

Educational Action Challenging Homophobia. Provides the UK's Freefone Helpline for young people affected by homophobia. Works in partnership with education settings, LEA's, children's charities and other public and voluntary organisations.

Office 24, 14 Clifton Down Road,
Bristol, BS8 4BF
Tel: **0117 946 7606**
Helpline: **0808 1000 143**
website: **www.eachaction.org.uk**

Get Connected

Offer emotional support to young people, and help them explore the options available. Help young people access the support service they need. Free, confidential helpline.

Helpline: **0808 808 4994**
website: **www.getconnected.org.uk**

Kidscape

National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.

2 Grosvenor Gardens,
London SW1W 0DH
Tel: **0207 730 3300**
Helpline: **08451 205 204**

LEAP Confronting Conflict

Works with young people and the professionals who work with them. They believe that conflict is inevitable in the lives of young people, and what is important is to enable them to deal with it in constructive and creative ways.

The LEAP Centre,
8 Lennox Road,
Finsbury Park,
London N4 3NW
Tel: **0207 272 5630**
web: **www.leapconfrontingconflict.org.uk**

MENCAP

UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents/carers. Running a campaign to stop the bullying of young people with a learning disability.

123 Golden Lane,
London EC1Y 0RT
Tel: **0207 696 6019**
website: **www.mencap.org.uk**

Action for Children (formerly NCH)

One of UK's leading charities, supporting some of the country's most vulnerable and excluded children and young people. Leading UK provider of family and community centres, and children's services in rural areas.

85 Highbury Park,
London N5 1UD
Tel: **0207 7704 7000**
website: **www.actionforchildren.org.uk**

NSPCC

Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents/carers and families. 24 Freephone Helpline.

Weston House, 42 Curtain Road,
London EC2A 3 NH
Tel: **0207 650 6855**
Helpline: **0808 800 5000**
website: **www.NSPCC.org.uk**

PACE

London's leading charity promoting the mental health and wellbeing of the lesbian, gay, bisexual and transgender community. Offer a range of services, including counselling, family support and advocacy.

34, Hartham Road,
London N7 9LJ
Tel: **0207 700 1323**
website: **www.pacehealth.org.uk**

Parentline Plus

Biggest independent provider of parenting support in the country - national charity. Free confidential 24 hour Helpline. Run groups and workshops - face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment -

520 Highgate Studios,
53-79 Highgate Road,
Kentish Town,
London NW5 1TL
Tel: **0800 783 6783**
     0207 824 5549
Helpline: **0808 800 2222**
website: **familylives.org.uk**

Stonewall

Stonewall works to achieve equality and justice for lesbians, gay men and bisexual people. Lots of resources to support education settings tackle homophobic bullying.
website: **www.stonewall.org.uk**

Terence Higgins Trust

Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very side range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).

314-320 Gray's Inn Road,
London WC1X 8DP
Tel: **0207 812 1600**
Helpline: **0845 1221 200**
website: **www.tht.org.uk**

Samaritans

Talking to people about how they feel since 1953. In that time we've They can help you explore your options, understand problems better, or just show you that someone is always prepared to care.
Helpline: **08457 90 90 90**
website: **www.samaritans.org**

Victim Support

National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.
**Cranmer House, 39 Brixton Road,
London SW9 6DZ**
Tel: **0207 896 3769**
Helpline **0845 3030 900**
website: **www.victimsupport.org.uk**

Young Minds

National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.
**48-50 St John Street, Clerkenwell,
London EC1M 4DG**
Tel: **0207 336 1458**
website: **www.youngminds.org.uk**

Local Contacts

The Parallel

Bolton's Young People's Health Centre,
9a Churchgate, Bolton, BL1 1HU
Tel: **01204 462444**
website: **www.theparallelnet**

The Positive Activities Team can all be contacted via the Positive Activities Admin Team on **01204 332323** or via **positive.activities@bolton.gov.uk**

This covers play, youth, targeted youth support, volunteering and participation– the admin team monitor this and will send on to the relevant team.

The Bolton Healthy Schools Team for school support and resources to support anti-bullying work within education settings
Tel: **01204 337852** or
email: **healthyschools@bolton.gov.uk**
or visit our website
www.boltonhealthyschools.co.uk

Contact us too for **Living It – Tackling Homophobic Bullying DVD** and resource pack information and training.

Bolton Education Psychology Service

Principal Education Psychologist
3rd Floor, Paderborn House,
Bolton BL1 1UA
Tel: **01204 338060**

Bolton Behaviour Support Service

The Roscoe Fold Centre
Stephens Street, Breightmet
Bolton BL2 5DX
Tel: **01204 333660**

Child and Adolescent Mental Health Service

**Royal Bolton Hospital
Minerva Road
Farnworth
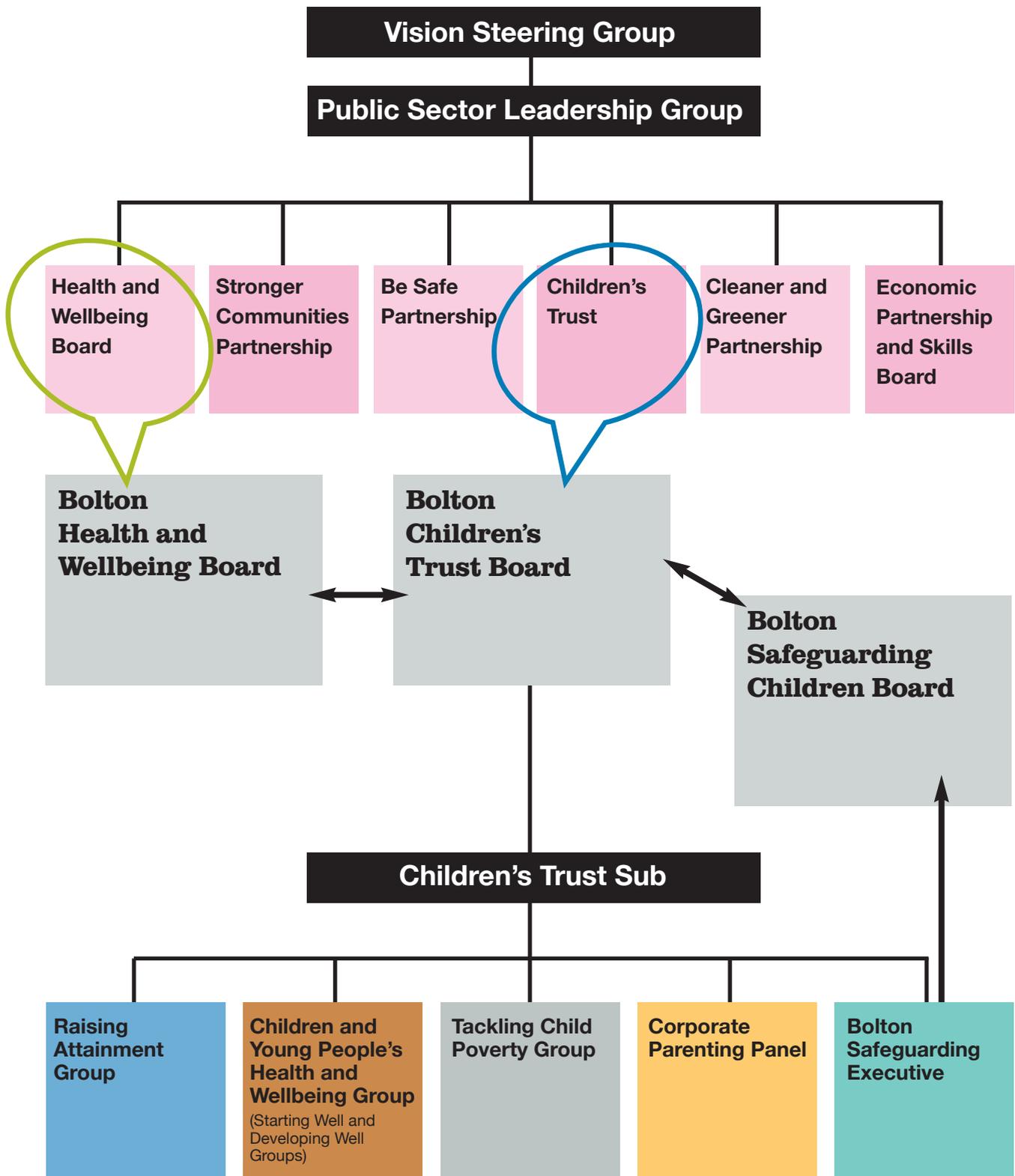Bolton BL4 0JR**
Tel: **01204 390659**
Fax: **01204 390660**

Primary Mental Care Health Workers
Tel: **01204 463669**

Appendix A

Structure of Bolton Children's Trust and links to wider partnerships

Vision Steering Group

Public Sector Leadership Group

| Health and Wellbeing Board | Stronger Communities Partnership | Be Safe Partnership | Children's Trust | Cleaner and Greener Partnership | Economic Partnership and Skills Board |

Bolton Health and Wellbeing Board

Bolton Children's Trust Board

Bolton Safeguarding Children Board

Children's Trust Sub

| Raising Attainment Group | Children and Young People's Health and Wellbeing Group (Starting Well and Developing Well Groups) | Tackling Child Poverty Group | Corporate Parenting Panel | Bolton Safeguarding Executive |

Bolton's Anti-Bullying Strategy

Produced by Bolton's Multi-Agency Anti-Bullying Steering Group
www.bolton.gov.uk