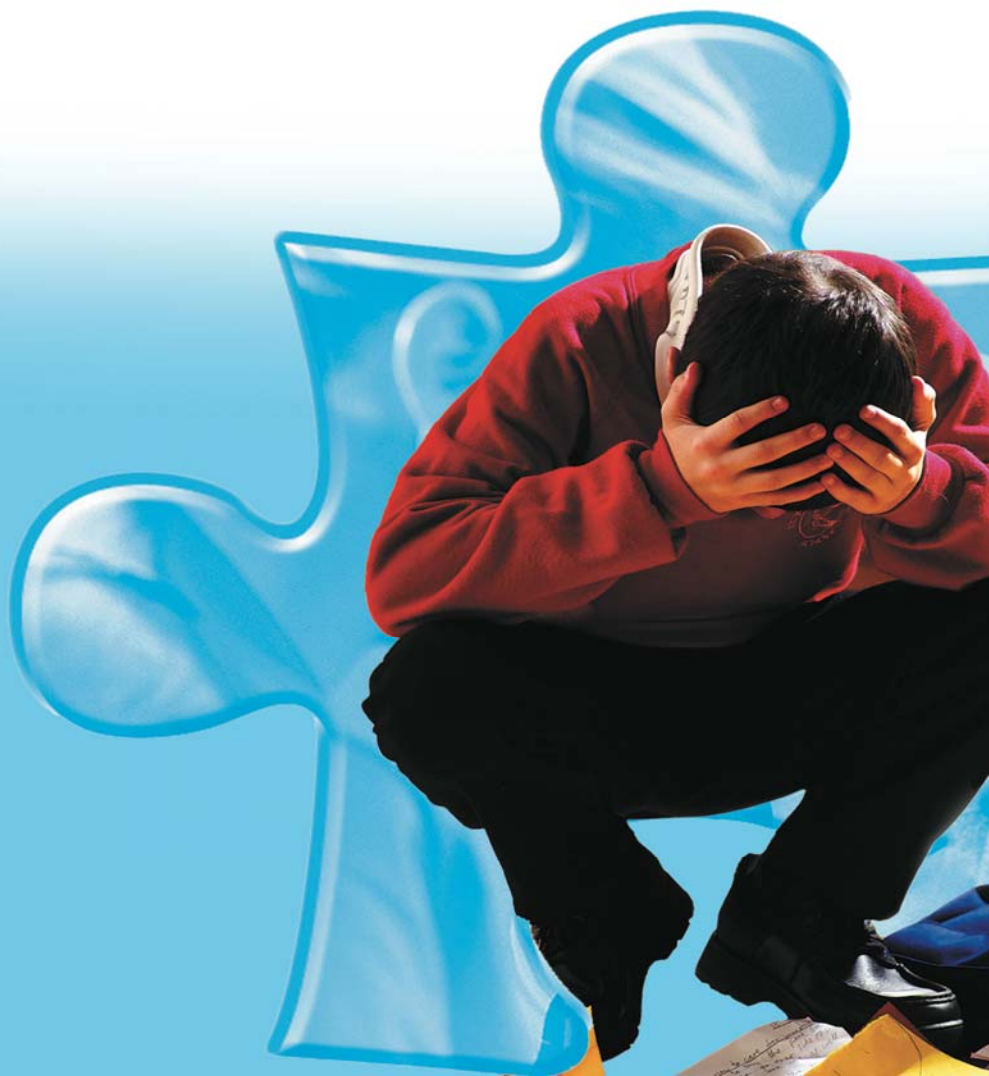




Anti-bullying Policy



Adopted by the Kent Children's Trust



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Summary of Purpose	This policy outlines roles and responsibilities of all KSCB partners in preventing, tackling and responding to bullying of children and young people, and what steps partners will take to prevent and respond to bullying.	
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Accessibility	This document can be made available in large print, or in electronic format. There are no copies currently available in other languages	
How this document was created	Draft 1	Document created by Authors
	Draft 2	Consultation with stakeholders & the KSCB Manager
	Draft 3	Consultation with KSCB Policy & Procedures Group
	Draft 4	Consultation with KCT Public Reference Panel May 2009
	Draft 5	Approval by KSCB on 29 th June 2009
Equalities Impact Assessment	During the preparation of this policy and when considering the roles & responsibilities of all agencies, organisations and staff involved, care has been taken to promote fairness, equality and diversity in the services delivered regardless of disability, ethnic origin, race, gender, age, religious belief or sexual orientation. These issues have been addressed in the policy by the application of an impact assessment checklist.	
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1. Principles and values

All children and young people have the right to live their lives safely and free from bullying. Bullying is one of the eight core priorities of the Kent Children's Trust and Kent's overarching Children and Young People's Plan (CYPP). It is a core safeguarding priority and Kent's children, young people and their families all say that bullying is one of their main concerns.

Kent Safeguarding Children Board (KSCB) is committed to preventing and tackling all forms of bullying wherever it happens in the community.

2. The Purpose of the Policy

The KSCB recognises that individual partners will have in place a range of policies related to supporting good behaviour; for example schools will have policies for behaviour management and dealing with racial incidents. However, this Policy focuses on Anti-bullying and is intended to underpin the delivery of the priorities of the Kent Children's Trust and KSCB.

The purpose of this Policy is to outline the:

- Roles and responsibilities of all KSCB partners in preventing, tackling and responding to bullying of or by children and young people.
- Steps that KSCB will take to prevent bullying and what steps KSCB partners will take to respond to bullying.

By KSCB partners we include all those who work or volunteer for those represented on the Kent Safeguarding Children Board. It also applies to all those who work or volunteer for those represented on the Kent Children's Trust Board. This includes schools, local authority children's services staff and officers in all statutory and voluntary agencies involved in developing, commissioning or delivering services to children and young people.

This policy should be read in conjunction with KSCB's policy on safeguarding children in a digital age. It also underpins KCC's Anti-Bullying Strategy: To support schools and settings Towards 2010. This was developed in 2007 and can be accessed at:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Childrens_Services/Safe_Schools/Anti_Bullying_Strategy_2006-10_1107.pdf

3. Definition of bullying

Kent has accepted the definition of bullying contained in the 2007 Safe to Learn guidance produced by the Department of Children, Schools and Families. That definition is:

“Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual or a group either physically or emotionally”.

This definition encompasses the facts that bullying is intentional, causes harm and is usually repeated over time.

Bullying can include:

- Exclusion from groups
- Spreading hurtful rumours
- Offensive graffiti
- Offensive comments
- Name-calling
- Hitting
- Threatening text messages or electronic messages (including through websites, Social Networking sites and Instant Messenger). This type of bullying is referred to as cyber bullying.
- Kicking

It is important to recognise that the inappropriate behaviour listed above is not always bullying and is not always unprovoked. Bullying is on a continuum of behaviour and it is recognised that it is often more complex than a straightforward victim-perpetrator behaviour pattern.

4. Why bullying is an issue:

Impact

Bullying can seriously damage a person's confidence and happiness, impact on their peers and the community. For example:

- In the short-term the impact to the victim can include feeling unhappy or scared, reluctance to attend the environment where the bullying takes place, impact upon self esteem, withdrawal from family or peer relationships.
- If bullying continues then this can lead to serious and prolonged emotional damage to the victim. A young person may self-harm or even attempt or commit suicide because of bullying.
- If unchallenged, children and young people who bully others are unlikely to stop.
- Those who witness bullying often harbour the fear that it could happen to them next.
- Unacceptable patterns of behaviour spilling out into the community because of incidents of bullying.

By promoting a non-bullying ethos and self-esteem, our children are less likely to display other anti-social behaviours or misuse their power in adulthood.

5. Types of Bullying and Vulnerable Groups

Some young people are more likely to be bullied than others. In Kent we know that young people in receipt of free school meals or who have Special Educational Needs are more likely to be bullied than others.

Furthermore, national research has shown that particular groups of children and young people are more likely to be bullied. This includes, gay young people, young people from ethnic minorities, young people with disabilities, and Looked After Children. Prejudice-based bullying; bullying resulting from ignorance or hostility about the way people are, is particularly common and particularly difficult to tackle. The DCSF recognises the following specific types of bullying:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying related to young carers or looked-after-children or otherwise related to home circumstances.
- Sexist or sexual bullying

Children may be bullied for other reasons, for example:

- Children who are gifted and talented.
- Children who do not have English as a first language.
- Children who do not have a lot of friends.
- Children who are shy or sensitive.

6. Statement of expectations for

a. Services and staff employed by or volunteering with the local authority, statutory agencies and voluntary and community sector organisations working with children and young people

- All staff and volunteers working with children are expected to be aware of the impact that bullying has on children and the need to prevent and respond to bullying effectively.
- All staff and volunteers should model the same standards of behaviour they expect of children in order to enable children to learn respectful behaviour by example and to ensure that children play, learn and relax in environments that are safe and supportive.
- All staff and volunteers are expected to challenge bullying behaviour when witnessed and work with children and their families as appropriate to ensure long-term behaviour change. Punitive sanctions alone do not normally result in long-term behaviour change and should be used alongside restorative approaches, working with other children and family services where this would result in a consistent and successful approach.
- All staff working with children and young people are expected to respond when bullying is reported to them. Doing nothing is **not** an option. Professionals will need to work within their own codes of conduct and guidance on confidentiality but working within Confidentiality Policies, staff will aim to secure the agreement of the child or young person to a course of action and to deliver on promises that are made to the child or young person.
- Staff and volunteers should be aware of the links between bullying behaviour and other forms of violent and discriminatory behaviour, such as domestic violence and racist behaviour – children may be modelling behaviour they have witnessed at home or in the community and it is important to explore the reasons behind bullying behaviour rather than merely punishing isolated incidents.
- Staff and volunteers should also be aware that some children are more likely to be victims of bullying than others and challenging discriminatory attitudes is crucial to tackling this behaviour.

- Staff will consult with the designated/named person within their agency if they feel that a young person is at risk of harm or serious harm¹.

b. Schools and school staff

- Schools and teachers should all take bullying seriously and no school should believe that bullying doesn't happen in their school;
- Kent Safeguarding Children Board expects schools to take all possible steps to ensure children and young people are safe at school. All reports of bullying must be taken seriously and responded to effectively.
- Schools should develop a whole-school ethos that values kindness and inclusivity, with all staff and volunteers modelling supportive behaviour.
- Schools should consult with pupils about their experiences of bullying in order to identify any particular areas of concern and take action to address these concerns and involving pupils in developing preventative approaches and responses to bullying.
- Schools must have an Anti-Bullying Policy (this may be incorporated into the school's Behaviour Policy but should ideally be a stand-alone Policy) which should be drawn up through a whole-school approach and clearly outlines the steps the school will take to prevent and respond to bullying. The policy will also outline how parents and carers will be able to take forward their concerns.
- Schools should seek to ensure training is available for staff in order to ensure all staff are equipped to prevent and tackle bullying. This should include non-teaching staff
- Schools are also encouraged to implement restorative approaches when responding to bullying to achieve long-term behaviour change.
- Schools should ensure that information is provided in schools about external assistance and counsellors (i.e. Childline).

c. Parents and carers

- Parents and carers are expected to encourage their children to respect others, to value education, to contribute to the wider community, to be law abiding, to have strong moral values and to treat others with love and kindness.
- Parents and carers are expected to work co-operatively with schools and all children's services to ensure children are safe, happy and fulfil their potential.
- Parents should be alert to signs of bullying, especially between primary and secondary transition. They should also be aware and be responsive to cyber-bullying which can take place 24/7, in any location and can occur on a vast and rapid scale.
- Parents need to take responsibility for their own children's actions and also model good behaviour.
- Parents should listen carefully and encourage talking at home, self esteem and for their children to have a broad range of friends.
- Parents should be familiar with the anti-bullying policy in their child's school.

¹ Section 10.3 (page 212) of the Kent Safeguarding Children Board Procedures 2007 relates to children who display harmful behaviour and covers bullying (<http://kscb.org.uk/>).

d. Children and Young people

- Kent Safeguarding Children Board expects parents to fulfil their responsibilities Children and young people should not bully others and should be mindful of behaviour that may be perceived as hurtful
- Children and young people should not treat someone badly or ignore somebody because they are different
- Children and young people should tell someone if they witness bullying behaviour
- Children and young people should refuse to join in, condone, encourage or stand by and watch the bullying behaviour of others
- Children and young people should work with their school, their parents/carers and other professionals to ensure that bullying is prevented and that it is stopped when it does happen.

7. Responsibility within the Children's Trust for anti-bullying

Safeguarding is everybody's responsibility. This means that it is the responsibility of **all** staff working with children and young people in Kent to take responsibility to prevent, challenge and respond to bullying wherever it occurs. It is also expected that **all** staff will model behaviour that is supportive and encouraging and, **no** staff will exhibit bullying behaviour in their own working practice. ***Bullying is not somebody else's problem.*** All staff working with young people must take action when bullying occurs.

Each organisation represented on KSCB within the Children's Trust is expected to have a member of staff with lead responsibility for tackling bullying. That person will take responsibility for the Anti-Bullying Policy in their organisation and will monitor its effectiveness and drive forward new work to tackle bullying whenever a need is identified.

8. Collection and analysis of data on the incidence and impact of bullying

Kent County Council will collect data via the OfSTED Tell Us survey which will be used to monitor the national Performance Indicator on children who have experienced bullying.

In addition, Kent County Council will continue to survey young people on their experience of bullying via pupil surveys including the Children and Young Peoples Survey and the annual online pupil survey on bullying during Anti-Bullying Week. This data will be fed back to schools and to Local Children Services Partnerships in order to inform practice.

Kent Police will collect data on incidents involving young people reported to them in accordance with national standards set by the Home Office. Kent Police will use this data to identify trends relating to prejudice-driven hate crime and take action, in conjunction with partners, to ensure proactive steps to protect young people.

Connexions will ensure all bullying reported to their Personal Advisers is recorded in order to ensure a full picture of the issues affecting individual young people. This information, at a county-wide level, will be shared with the Connexions Board on an annual basis in order that patterns can be identified and actions taken.

In addition, **all KSCB partners** will share Kent-wide data with each other, and more localised data, data protection permitting, in order to inform shared intelligence and a co-ordinated approach to preventing and tackling bullying.

9. The Management of bullying incidents, including allegations and complaints about staff

Each member of the Kent Children's Trust will have an agreed process or policy, drawn up involving all key stakeholders, for the management of bullying incidents (including allegations and complaints about staff). The process for managing incidents used by all KSCB partners is expected to include the following principles as a minimum:

- Clear reporting systems
- Use of a balanced approach to behaviour including rewards, sanctions and disciplinary proceedings
- Use of mediation
- Use of restorative approaches
- A strategy for parental and community engagement
- A strategy for and commitment to communicating outcomes, following management of bullying incidents
- A process of review following resolution to ensure that the matter is permanently resolved and that any necessary preventative measures are put in place

KCC and Kent Police have jointly drawn up guidance to schools and settings on managing incidents in schools which can be found at:

http://www.kenttrustweb.org.uk/UserFiles/CW/File/Policy/Guidance/managing_incidents_policy_0908.pdf

10. Acknowledgement

Many organisations and individuals have contributed to the development of this policy. This list is not exhaustive but aims to give an indication of those taking part:

- Kent Schools
- Kent Youth County Council and parents
- Kent Police and Kent Connexions
- The Anti-bullying Strategy Group
- The Child Protection Steering Group
- The Cabinet Member for Children Families and Educational Achievement
- The Policy & Procedures sub-group of the KSCB (who have sought the views of colleagues within their own organisations as appropriate).

Kent Safeguarding Children Board

Anti-bullying Policy Implementation Work Programme

KEY STRATEGIC ACTIONS

Short term

	Task	Sub-tasks	Outcome	Timescale	Lead
1.1	The CFE Anti-bullying Strategy Group reviews its Terms of Reference to include undertaking the lead role to oversee the implementation and monitoring of the KSCB anti-bullying Policy.		Structures are in place to oversee the implementation and monitoring of the policy.	Early summer 2009	Lynne Miller/Peter Heckel
1.2	Engagement with groups and agencies to highlight action needing to be taken: i) The KCT Core Sub-groups ii) Key Partners iii) LCSPs	i) The Kent Children's Trust instructs the KCT Core Sub-groups to take forward the policy. ii) & iii) Begin briefings to relevant groups and partners.	Groups and agencies are aware of the policy and action needing to be taken.	Starting summer 2009	KCT Lynne Miller/CFE Policy Officers
1.3	Publish the KSCB Anti-bullying Policy on web-sites as appropriate, including Kent Trust web-site and the KSCB web-site.		The policy is accessible to all those involved in the commissioning and delivery of Children's Services and stakeholders are aware of the policy.	Summer 2009	Lynne Miller

Medium term

	Task	Sub-tasks	Outcome	Timescale	Lead
2.1	Engage with key partners to audit existing practice, identify gaps and action needing to be taken.	<p>i) Develop audit tool and engage with key partners to undertake the audit exercise.</p> <p>ii) Review progress being made by key partners in identifying gaps and action planning.</p>	Key partners are able to identify action they need to take to implement the policy.	Autumn 2009	Lynne Miller
2.2	Monitoring of incidents and sharing of data with partners.	<p>Collection of appropriate data through Tell-US, NFER, the pupil on-line survey and other data held by KSCB partners.</p> <p>ii) Sharing of data with partners.</p>	Partners have information on incidents to inform their action planning.	Spring 2010	Anti-bullying Strategy Group
2.3	Review progress by key partners in implementing the policy.	Review actions key partners are taking.	Key partners are implementing the policy.	Early spring 2010	Lynne Miller
2.4	Annual report to KSCB (including details of incidents, progress to date with implementing the policy, challenges and barriers).		KSCB is aware of the extent of the problem and progress with the implementation of the policy.	Late Spring/early summer 2010	Lynne Miller

Longer term

	Task	Sub-tasks	Outcome	Timescale	Lead
3.1	Monitoring of the policy	Review progress with key partners to implement the policy.	The policy has been implemented.	Early spring 2011	Lynne Miller
3.2	Monitoring of incidents and sharing of data	As 2.2	Partners have information on incidents to monitor progress to date and identify future action.	Spring 2011	Anti-bullying Strategy Group
3.3	Annual report to KSCB (including details of incidents, progress to date with implementing the policy, and recommendations for future action).		KSCB is aware of progress with the implementation of the policy and is able to take informed decisions about future action.	Summer 2011	Lynne Miller