

Scrutiny Report  
**Anti-Bullying in  
Worcestershire Schools**

November 2008

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# Contents

	<i>Page</i>
<b>Foreword</b>	1
<b>Executive Summary</b>	3
<b>Section A: Background to the scrutiny exercise</b>	
Terms of Reference	7
Methodology	7
<b>Section B: Evidence and recommendations</b>	
<b>1. INTRODUCTION</b>	9
<b>2. THE CURRENT SITUATION IN WORCESTERSHIRE SCHOOLS</b>	
What is bullying?	9
Identifying the true scale of bullying	10
Reporting and recording bullying incidents	11
The nature of bullying	12
– <i>Cyber bullying and the use of mobile telephones in school</i>	14
– <i>New migrant pupils</i>	15
– <i>The time of school transition</i>	15
The Local Authority's Anti-Bullying Policy	16
Local Authority support to schools	17
Schools' anti-bullying policies	19
Making the policy accessible	20
The whole school approach to anti-bullying work	20
The Parent Partnership Service	21
The sharing of good practice	22
Developing anti-bullying quality standards	23
Healthy schools	24
Dealing with incidents of bullying	24
Encouraging pupils to tell	25
Responsibilities within the school	25
The role of the governing body	26
The role of Ofsted in school inspections	27
Bullying outside of school	28
The bullying of teachers	29
<b>3. CONCLUSION</b>	29
<b>Appendix 1: Schedule of the Task Group's Activity</b>	31
<b>Appendix 2: Questions asked during visits to middle and high schools</b>	32
<b>Appendix 3: Extract from the Worcestershire Young People's Health Related Behaviour Survey 2007</b>	36



## FOREWORD

I am pleased to present this report of the Anti-Bullying in Worcestershire Schools Scrutiny Task Group.

None of us can fail to be horrified when we hear or read news reports that describe the pain, worry and despair that some children and young people experience as a result of bullying. If a bullying problem is not dealt with satisfactorily it can have a far reaching effect, sometimes into adulthood with debilitating or sometimes fatal consequences.

This scrutiny arose from what young people in Worcestershire told us are their concerns in answers to the Big Questionnaire and what Government is telling us are the worries of young people nationally in the Tellus surveys, with young people in Worcestershire indicating an above average concern about being bullied. Also the Local Authority has identified bullying as a priority in The Children and Young People's Plan and a new post of Anti-Bullying Co-ordinator in Worcestershire has been created in the last twelve months. This indicates the seriousness with which this issue is viewed locally and nationally and we hope that the recommendations in our report will help the Local Authority in dealing with this problem and improve the situation for our young people in middle and high schools.

We found bullying difficult to define because, although it is possible to write down a definition it is often a personal view which defines an act as one of bullying or not. One of the members of the Youth Parliament said that what is bullying to one person is banter to another. We felt that the diversity of human perception leads to a variety of interpretations on a potential bullying situation, some defining it as bullying and some not. We did, however all agree that if a victim is caused harm or distress by the actions of one person or a group then that should be taken seriously and dealt with by those in a supervisory position.

Our initial discussions as a group brought a variety of concerns and differing approaches to this scrutiny. It soon became apparent that we had taken on a task which had the potential to be very wide reaching. It was therefore sensible and necessary to limit our field of investigation to something which was manageable in an acceptable time frame. Early indications were that serious bullying occurs more frequently at the secondary age range and so we decided to limit our investigations to KS3, KS4 and sixth forms in Local Authority schools. This should not be interpreted as our belief that bullying is absent in KS1, KS2 or Early Years settings, or that it is confined to schools and does not occur in other young people's settings under the control of the Local Authority.

Our first task was to try to identify the true scale of the problem in Worcestershire High and Middle schools and it was here we met our first hurdle. There is no legal obligation on schools to record or report bullying incidents except when they are racially motivated and we found that it was an almost impossible task to collect reliable and consistent data from all our schools. During the course of our investigation we visited 77% of middle and 79% of high schools to interview the relevant members of staff and to collect statistics where they existed. We believe that a better and universal system of recording and reporting is needed so that the Local Authority can accurately assess the scale of the problem and evaluate the effectiveness of the anti-bullying initiatives which the Local Authority is already putting into place and those we are recommending.

We identified much good practice taking place in many of our schools and note that some schools already do many of the actions in our recommendations, but unfortunately schools have a history of working in isolation with a lack of awareness of what each other does. It is essential that good practice in the field of anti-bullying

is shared by all schools as a tool kit of choice for schools to try. The Local Authority can be a powerful persuader to urge schools to work together and some of our recommendations indicate how this can be put into practice.

Evidence suggests that the problem of bullying at KS3, KS4 and Sixth Form is no worse in Worcestershire schools than elsewhere in the country and there are many positive messages about good work and practice in our schools. It is, however, unfortunately a fact that a minority of our pupils do experience bullying which is not dealt with satisfactorily and this can have serious consequences. As long as there is one child in Worcestershire who is suffering because of inadequate procedures to deal with bullying we cannot say that we need do no more and we hope our recommendations will help Worcestershire children to lead a happier and safer school life.

I would like to thank Chris Golbourn, Hannah Cridford and Simon Rushall, officers of the Worcestershire County Council for the open and honest way they have worked with us. We spoke with representatives from the Worcestershire Association of Governors, the Worcestershire Association of Secondary Heads and a representative from the Teacher Associations and are grateful for their views on this issue. Particular thanks go to Adrienne Katz, the West Midlands Regional Co-ordinator of the Anti-Bullying Alliance, whose dedication and zeal towards eliminating bullying inspired us all.

The opinions of parents were gained through the Parents Voice Steering Group and through discussions with parents of bullied children and we are grateful for the way those sometimes painful events were shared. The help that the Parent Partnership Service can offer was explained by Sue Brooke and the role of the Worcestershire Safeguarding Children Board was explained by the Manager, Adrienne Plunkett, and we are grateful for the insight which they gave us in our investigation.

We also valued the input from officers of Wolverhampton City Council, Warwickshire County Council and Walsall Metropolitan Council and thank them for their interest and time in visiting us.

The views of young people themselves are vital in an investigation of this sort and we are most grateful to members of the Youth Parliament who came to speak with us and also those pupils we interviewed in their schools.

My thanks go to all the members of the scrutiny task group who have worked very hard visiting schools and interviewing visitors in meetings. Each has made a valuable and unique contribution to the recommendations and conclusions of this report. Special thanks to our two co-opted members Frank Howard and Pam Clayton who have brought a challenging and alternative perspective to our work and made valuable contributions to our findings.

Finally all members of the task group are indebted to Samantha and Alyson, our scrutiny officers for the excellent help and support they have given us both with visits to schools and in meetings. We would not have managed without their skill to co-ordinate and organise our thoughts and turn them into this report. Thank you both for your help, patience and enthusiasm.

**Jo Hodges**  
**Lead Member of the Anti-Bullying Scrutiny Task Group**  
**November 2008**

## EXECUTIVE SUMMARY

### Terms of Reference

The agreed terms of reference for the scrutiny exercise were as follows:

*To review the current arrangements for dealing with bullying in all settings where the County Council has a responsibility for children and young people's safety and well-being and make suggestions for improvement by:*

- *Investigating the current arrangements for identifying, reporting, preventing and dealing with all forms of bullying;*
- *Identifying the true scale of bullying;*
- *Highlighting successful areas of best practice both locally and nationally so that these can be shared with all settings;*
- *Determining whether the local authority's anti-bullying strategy is helpful to all settings;*
- *Making recommendations for how the local authority can improve the situation in all settings.*

At an early stage, the task group realised that the exercise had the potential to be very far reaching indeed. In order to keep the task manageable and meaningful, it was therefore agreed that the task group would focus its work on pupils aged 11 to 18 in Key Stages 3 and 4 and 6<sup>th</sup> form in the Authority's schools.

### Key Findings

- Although it is difficult to accurately assess the true scale of bullying, the evidence we have seen does not suggest that levels of bullying are any higher in Worcestershire than elsewhere in the country.
- A better system for recording and reporting incidents of bullying would allow a more accurate assessment of the scale of the problem and a more meaningful evaluation of the success of anti-bullying initiatives.
- There is already much good practice in the county's schools. On the whole, schools are well placed to deal with bullying incidents when they occur.
- In general, schools welcome the Local Authority's (LA) Anti-Bullying Policy, although there is scope for the LA to facilitate further sharing of good practice between schools.

### Recommendations

#### Reporting and recording bullying

**Recommendation 1:** We recommend that the Authority strongly encourages schools to record all incidents of bullying and report them to the Local Authority.

**Recommendation 2:** We recommend that the Authority ensures that schools are strongly encouraged to use the universal web-based database (when it is available) for recording and reporting incidents of bullying.

**Recommendation 3:** We recommend that the Authority reports back to the Overview and Scrutiny Steering Committee on the implementation of the universal web-based database 12 months following the date of implementation.

## Cyber bullying and the use of mobile telephones in school

**Recommendation 4:** We recommend that the Authority ensure that there are sufficiently tight security measures for internet facilities within schools to restrict access to inappropriate sites.

**Recommendation 5:** We recommend that the Authority provides, as planned, further support for schools in the form of training on methods of identifying and dealing with the issues raised by cyber bullying.

### New migrant pupils

**Recommendation 6:** We recommend that the Authority actively monitors whether bullying of new migrant pupils is an issue.

### The time of school transition

**Recommendation 7:** The scrutiny task group is pleased to see the work already undertaken in relation to bullying at the time of school transition and would recommend that it continues to be a priority area for future work.

**Recommendation 8:** We would also recommend that staff and governors of schools in the same cluster are encouraged to work together to agreed standards and ethos in relation to anti-bullying work.

### Local Authority support to schools

**Recommendation 9:** We recommend that the Authority ensures that sufficient resources are provided to enable the Anti-Bullying Co-ordinator, as a priority, to deliver the proposed programme of future support for schools and provide capacity to undertake more frequent visits to schools.

**Recommendation 10:** We recommend that the Anti-Bullying Co-ordinator and the Service Development Manager (Vulnerable Children) report back to the OSSC following evaluation of the proposed programme of support for schools (at the same time as the report back on the implementation of the universal web-based database – see recommendation 3).

### Schools' anti-bullying policies

**Recommendation 11:** We recommend that those schools that do not already consult with the wider school community (ie students, parents/carers, all staff and governors) when drawing up their anti-bullying policy should do so as standard practice and also every year when the policy is reviewed.

**Recommendation 12:** We recommend that schools are encouraged to forward a copy of their anti-bullying policy to the Anti-Bullying Co-ordinator and on an annual basis when the policy is reviewed.

## **Making the policy accessible**

**Recommendation 13:** We recommend that schools are encouraged to publicise their anti-bullying policy as widely as possible so that all pupils, parents/carers, teachers and visitors to the school are aware of its contents. Additionally, when the policy is revised it should be reissued to all pupils, parents/carers, staff and governors.

**Recommendation 14:** We recommend that schools are encouraged to produce a version of their anti-bullying policy in a pupil-friendly format and issue it at induction, the start of the new school year, when revised and on request. This should be publicised as much as possible in planners, on classroom walls etc.

## **The Parent Partnership Service**

**Recommendation 15:** We recommend that schools are encouraged to undertake mediation themselves and, if training is required, delivery in the most cost effective way as part of a cluster or pyramid group be considered.

**Recommendation 16:** We recommend that the Authority strongly urges all schools to publicise the Parent Partnership Service by displaying literature in their reception and other information points.

## **The sharing of good practice**

**Recommendation 17:** We recommend that schools continue to be encouraged to adopt a whole school approach to anti-bullying work and to share individual examples of good practice via Edulink and pyramid and cluster cooperation, and for the Local Authority to monitor this.

## **Developing anti-bullying quality standards**

**Recommendation 18:** We recommend that the Authority investigates the possibility of developing a set of quality standards for schools' anti-bullying work (devised by young people themselves) and a system of young people awarding schools a 'charter mark' when they have demonstrated good practice.

## **Dealing with incidents of bullying**

**Recommendation 19:** We recommend that all schools are encouraged to develop appropriate links with local neighbourhood policing teams and other local partners.

## **Responsibilities within the school**

**Recommendation 20:** We recommend that schools formally record in their anti-bullying policy the name of the person responsible for coordinating anti-bullying work within the school.

**Recommendation 21:** We recommend that schools should be encouraged to use a Teacher Education Day every two years to ensure that all staff are given training on the school's anti-bullying policy and what measures the school uses to deal with incidents when they occur, including how to report them.

## **The role of the governing body**

**Recommendation 22:** We recommend that schools are encouraged to appoint a named governor responsible for monitoring and evaluation of anti-bullying measures including the annual review of the anti-bullying policy.

**Recommendation 23:** We recommend that the Authority considers providing a training programme for governors (within the Governor Training Programme) as a way of ensuring a consistent approach.

## **Bullying outside of school**

**Recommendation 24:** We recommend that the Authority strongly urges governing bodies to implement the new powers relating to pupils' behaviour beyond the school gates.

# ANTI-BULLYING SCRUTINY TASK GROUP

## FINAL REPORT

### **Section A: Background to the scrutiny exercise**

On 16 May 2007 the Overview and Scrutiny Steering Committee (OSSC) discussed the issue of County Council support to schools for anti-bullying work as a possible area for future in-depth scrutiny. The issue of bullying had been highlighted as a priority in the Children and Young People's Plan and had also been raised with members by young people themselves as an area of concern. On 16 July 2007 the OSSC agreed to establish a scrutiny task group, led by Councillor Jo Hodges, to explore the County Council's arrangements for preventing and dealing with bullying in Worcestershire schools.

#### **Terms of Reference**

The terms of reference for the scrutiny exercise were agreed as follows:

*To review the current arrangements for dealing with bullying in all settings where the County Council has a responsibility for children and young people's safety and well-being and make suggestions for improvement by:*

- *Investigating the current arrangements for identifying, reporting, preventing and dealing with all forms of bullying;*
- *Identifying the true scale of bullying;*
- *Highlighting successful areas of best practice both locally and nationally so that these can be shared with all settings;*
- *Determining whether the local authority's anti-bullying strategy is helpful to all settings;*
- *Making recommendations for how the local authority can improve the situation in all settings.*

At an early stage, the task group realised that the exercise had the potential to be very far reaching indeed. In order to keep the task manageable and meaningful it was therefore agreed that the task group would focus its work on pupils aged 11 to 18 in Key Stages 3 and 4 and 6<sup>th</sup> form in the Authority's schools.

#### **Methodology**

A full schedule of the task group's activity is included at Appendix 1. A major part of the exercise was an extensive programme of visits to middle and high schools across the county. Throughout May, June and July 2008 members spoke to headteachers and other staff with responsibility for anti-bullying work in 16 middle schools and 23 high schools (representing 73% of all middle and 79% of all high schools in the county). Although our original aim was to visit all middle and high schools in the county, unfortunately, for a number of reasons, this did not prove possible. All schools that we visited were asked the same questions and a copy of the questions asked can be found at Appendix 2.

During initial discussions on the scope and nature of the exercise, members agreed that gathering the opinions of young people themselves would be essential in order to fully understand the situation in the county. To this end representatives of the Youth Cabinet were invited to a meeting and task group

members also visited two schools to talk to groups of young people about their experiences. We also conducted 8 interviews with parents/carers of children who had experienced bullying to gain some understanding of the effect on the family. We were able to gather further evidence of the impact of bullying and the support available to families by talking to officers from the Parent Partnership Service and members of the Parents' Voice Steering Group. We also received a number of testimonies from parents/carers of pupils who are home educated (often as a result of being bullied at school). We are extremely grateful to those families who felt able to share their experiences with us.

In order to understand how the County Council currently supports schools we held discussions with officers from the Children's Services Directorate who have responsibility for anti-bullying work and attended two of the Authority's conferences on anti-bullying. The first of these was a launch event for Worcestershire's anti-bullying DVD *Models of Good Practice in developing Anti-Bullying Strategies*. At this event the Scrutiny Task Group was allocated a stand, which was used as a way of publicising the scrutiny exercise and gathering the views of the professionals at the conference. The second conference - 'Next Steps' - was designed to provoke discussion on how to prevent bullying, provide information on current DCSF anti-bullying guidance and highlight ongoing good practice in prevention and response in Worcestershire. We were most grateful to the officers in Children's Services for offering us these valuable opportunities.

Later on in the scrutiny exercise we met the Cabinet Member for Children and Young People and the Director of Children's Services to get their views on the situation in the county.

By way of comparison we also met colleagues from Wolverhampton City Council, Warwickshire County Council and Walsall Metropolitan Borough Council to hear about anti-bullying initiatives in their authorities. To gain a national perspective on the issue we spoke to Adrienne Katz, Regional Co-ordinator of the Anti-Bullying Alliance (ABA) an organisation set up in 2002 by the NSPCC and National Children's Bureau. The Alliance brings together over 50 organisations into one network with the aim of reducing bullying and creating safer environments for children and young people. Adrienne Katz is also the founder and Chief Executive of Young Voice, a charity dedicated to making young people's views heard. Representatives of the scrutiny task group also attended 2 regional ABA conferences, which provided an opportunity to hear the views of colleagues from around the West Midlands.

In addition we have also spoken to representatives of the Worcestershire Association of Governors, the Worcestershire Association of Secondary Heads, a local representative of the teacher unions, a lecturer from the Initial Teacher Training course at the University of Worcester and the manager of the Worcestershire Safeguarding Children's Board. Members have also considered research and reports on the issue by national agencies.

## **Section B: Evidence and Recommendations**

### **1. INTRODUCTION**

- 1.1 Throughout our extensive evidence gathering we heard many stories about incidents that have taken place between young people that for one of the children involved and their family had caused much pain, distress and misery. Sometimes this was a one off event, which, although serious and potentially damaging, was resolved satisfactorily by the young people themselves with the help of their teachers, fellow pupils, parents/carers and other adults. Other stories we heard were not so straightforward and resulted in months (and sometimes years) of unhappiness for the young person and their family and may well have consequences for them into their adult lives. Investigating the issue of bullying has been an emotional experience for all those involved. It became clear to us at an early stage that we should acknowledge that we will never completely eradicate bullying in our schools. However, we are also clear that there is much that schools can do to reduce the number of incidents and, when bullying does occur, to ensure that it is resolved promptly and effectively.
- 1.2 Without exception, all of the schools we talked to said that bullying existed in their school. We took this to be a positive and realistic acknowledgement of an age-old facet of school life that should not be ignored. We would suggest that, in acknowledging that the problem exists, schools are then well placed to develop strategies to deal with it. Indeed, throughout the scrutiny exercise it was heartening to hear of the many innovative and effective strategies that schools are employing to reduce the number of bullying incidents and, when they do occur, to deal with them quickly to keep the effect on individuals to a minimum.

### **2. THE CURRENT SITUATION IN WORCESTERSHIRE SCHOOLS**

#### **What is bullying?**

- 2.1 The Government has made tackling bullying in schools a key priority and in September 2007 launched its over-arching anti-bullying guidance for schools - *Safe to Learn: embedding anti-bullying work in schools*. This guidance defines bullying as:
- Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally<sup>1</sup>.*
- 2.2 However, a recent report on bullying by the House of Commons Education and Skills Committee<sup>2</sup> stated that 'Defining what bullying is and identifying instances of bullying is the first potential barrier to successfully tackling the problem.' We would agree with this.
- 2.3 Although, all the schools that we visited were able to tell us their understanding of what bullying was - and most included an agreed definition in their anti-bullying policy - there was also widespread

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<sup>1</sup> Taken from *Safe to Learn: Embedding anti-bullying work in schools 2007*

<sup>2</sup> House of Commons Education and Skills Committee *Bullying* published 5 March 2007

agreement that whether a particular incident constituted bullying would often depend on the personalities involved. What for one child might be taken as playground banter might for another cause ongoing anxiety and distress. Schools should be aware, and usually are, that the difference in perception of a particular incident by individual children can at times determine whether that incident constitutes bullying. It should also be noted that on occasions parents/carers may perceive bullying has taken place when the child or the school do not see it as such.

- 2.4 Although there is an agreed Government definition of bullying, the DCSF recommends that schools develop their own definition in consultation with the whole school community. It is suggested that 'by involving pupils, parents and staff in agreeing the definition, the school will secure greater buy-in for its overall policy and its strategies to tackle bullying.'<sup>3</sup> However, we feel it is also important to acknowledge that, even with an agreed definition of what bullying is, that definition remains open to the interpretation of the individuals applying the definition to any specific incident.
- 2.5 In accordance with DCSF recommendations, we were pleased to see that most schools were not using a standard definition of bullying provided by either the DCSF or the Local Authority, but had developed their own definitions. Having said that, although the words may be different, the majority of the definitions we saw were, by and large, consistent in meaning.

### **Identifying the true scale of bullying**

- 2.6 A key aspect of the task group's terms of reference was to identify *'the true scale of bullying in Worcestershire'*. Despite visiting over 75% of middle and high schools in the county, this was a task which, at present and with the resources we had available, we have not been able to achieve.
- 2.7 Some idea of the scale of the problem in the county can be gained by looking at the results of the 2007 Health Related Behaviour Survey<sup>4</sup>. The survey included 4 questions relating to bullying and the full results relating to these questions have been attached as Appendix 3. In summary, when asked 'Do you ever feel afraid of going to school because of bullying?' 78% of respondents said 'never' and a further 18% said 'sometimes'. Although it is distressing to think of any child feeling afraid of going to school, the results would seem to indicate that bullying was not a major problem in the county's schools. The survey also asked 'Have you been bullied at or near school in the last 12 months?'. 22% of respondents said that yes, they had been bullied.
- 2.8 In attempting to assess the scale of the problem we also looked at the results of the Big Questionnaire, a survey of young people in the county.<sup>5</sup> Over half the respondents (55%) said that they were aware of bullying taking place in their school, college or place of education and 47% replied 'Yes' to the question 'Have you ever been bullied?'. A further source of

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<sup>3</sup> Taken from Safe to Learn: Embedding anti-bullying work in schools 2007

<sup>4</sup> The Health Related Behaviour Survey was carried out in the summer of 2007. Data was collected from a sample of 2181 secondary school pupils in Worcestershire (in Years 8 and 10).

<sup>5</sup> The Big Questionnaire was designed by the Worcestershire Youth Cabinet and aimed at 11-19 year old in Worcestershire. A total of 8,623 questionnaires were completed, making it the largest consultation with young people across the County. Its findings were published in February 2008.

information was the Tellus2 survey<sup>6</sup> which indicated that in Worcestershire 28% of young people were worried about being bullied compared with 25% nationally. Early results from the Tellus3 survey (carried out in 2008) indicate similar results.

- 2.9 Although the findings of these two surveys are of interest to us, we feel it is important to emphasise that they do not reflect the findings of our own investigations. Although they give us an accurate indication of the perceptions of the young people involved, this may not necessarily reflect the true picture in the county as we do not believe that the surveys can be seen as statistically valid. Respondents to the Big Questionnaire were self-selecting and cannot therefore be seen to represent a statistically balanced sample of the whole cohort. The Tellus2 survey, when comparing the situation in Worcestershire with that in other local authorities, was not necessarily comparing like with like. Indeed our findings do not support the suggestion that the level of bullying in Worcestershire is worse than anywhere else in the country.

### **Reporting and recording bullying incidents**

- 2.10 At the beginning of the scrutiny exercise we requested information from the Local Authority on the number of bullying incidents reported by schools in the academic year 2006/07. We were told that, although schools are required to record incidents of bullying, there is no requirement to share this information with the local authority (except where racist incidents involve an element of bullying). Schools in Worcestershire had been asked on a voluntary basis to share reports on bullying incidents but the response rate was not high and the information gathered was not felt to be as useful as had been hoped. The County Council's Anti Bullying Co-ordinator informed us that schools have recently been asked to provide data relating to the academic year 2007/08. The Authority is hopeful that, given the higher profile that anti-bullying work has been given both nationally and locally in the past year, there will be a higher response rate from schools this time.
- 2.11 Our visits to schools revealed a number of reasons why schools may be reluctant to share the data with the Authority. For example, some schools recognised that what constitutes an incident of bullying will always be open to an individual's interpretation and felt that for this reason data collected could not be relied on. Others told us that the Authority would need to make it compulsory for all schools to provide reports otherwise, there would always be those who did not comply with the request. (However, we recognise that the Local Authority's power to compel schools to do anything is extremely limited.) A further objection was that the form was somewhat burdensome for schools, many of whom already feel swamped with paperwork and requests for information. Some schools told us that they did not keep a separate log of bullying incidents but instead recorded them as part of a general behaviour log. Therefore to identify data specifically relating to bullying would be a time consuming task.
- 2.12 The Service Development Manager (Vulnerable Children) told us that the Authority is in the process of developing a universal system for recording

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<sup>6</sup> The TellUs2 survey was carried out in Spring 2007 jointly by Ofsted and DfES. It was a survey of children and young people across England, asking their views about their local area, and including questions which covered the five Every Child Matters outcomes.

bullying and racist incidents. A detailed specification has been produced to develop a bespoke system which will be unique to Worcestershire. The proposed system will be web-based and will be an extension of the Edulink system already used by schools. The system will enable schools, Children's Services staff (for example youth workers), parents/carers and children and young people themselves to record bullying and racist incidents and will provide detailed central reports. We were told that, once fully developed, this will be one of the most sophisticated systems of its kind and that it will be offered free of charge to schools and other Children's Services settings. Training on the system will be provided internally by the Children's Services Business Support Team. As we were coming to the end of our scrutiny exercise, the Service Development Manager told us that the project is being put out to tender again to ensure that the chosen provider can provide everything that is felt to be necessary.

- 2.13 We are pleased to hear that the Authority is seeking to improve its methods of incident recording and data collection as, without an effective system, the true scale of bullying in the county will always be impossible to judge accurately. Also, without the ability to measure the true scale of the problem, it will be impossible to monitor the effectiveness of anti-bullying measures and whether the situation is improving or deteriorating year on year. However, we heard from colleagues in Walsall that even with a sophisticated system in place there remained the challenge of persuading schools to use it. In Walsall, a web-based system had been developed and offered to schools free of charge. Initially only one third of schools took up the system and it had taken a full year to bring other schools on board. The system had made it much easier for schools to respond to local authority requests for information and it was suggested that this was the main driver in encouraging schools to take up the system (ie that they could respond to requests quickly and without having to undertake additional work).
- 2.14 We would suggest, given the sensitivity around recording this type of information and the experience of our colleagues in Walsall, the Authority should take the opportunity to consult with schools at an early stage to ensure that their views are incorporated into the development of the system and also to have a common understanding of the importance of collecting this information.

**Recommendation 1:** We recommend that the Authority strongly encourages schools to record all incidents of bullying and report them to the Local Authority.

**Recommendation 2:** We recommend that the Authority ensures that schools are strongly encouraged to use the universal web-based database (when it is available) for recording and reporting incidents of bullying.

**Recommendation 3:** We recommend that the Authority reports back to the Overview and Scrutiny Steering Committee on the implementation of the universal web-based database 12 months following the date of implementation.

### **The nature of bullying**

- 2.15 The Government's 'Safe to Learn' guidance describes the many forms that bullying can take including repeated name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings,

inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours<sup>7</sup>.

2.16 The guidance also suggests that pupils are bullied for a variety of reasons. Specific types of bullying include:

- 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.
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.<sup>8</sup>

The guidance also advises that ‘there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.’<sup>9</sup>

2.17 When visiting schools, we were told by both middle and high schools that verbal bullying was the most frequently seen type of bullying, but that in recent years incidents of cyber bullying were on the increase. This was a theme which came though in many of our discussions with schools and others. Anecdotally, we also heard that girls tended to use the more emotional/verbal types of bullying whereas boys were more likely to be involved in more physical types of bullying.

2.18 During our discussions with Adrienne Katz of the Anti-Bullying Alliance we heard that, nationally, reporting of homophobic bullying seemed to have increased in recent years. This was also mentioned by one of the schools we talked to but did not appear to be a major concern in Worcestershire schools.

2.19 We were also told by Adrienne Katz that, in a mainstream school, pupils with Special Educational Needs (SEN) are often particularly vulnerable to bullying. They are often seen as ‘different’, making them at risk of victimisation and quite often have low self esteem, resulting in a greater risk of being singled out by a bully. We were told that this was known by professionals as ‘double jeopardy’. We have not been able to substantiate this, as the bullying of pupils with SEN was not specifically within the remit of our scrutiny exercise. However, we are aware that the government has recently issued guidance on this area as part of its ‘Safe to Learn’ guidance. We would therefore suggest that the Local Authority should undertake further work in this area to raise schools’ awareness of the available guidance and to monitor its use and effectiveness.

2.20 Our findings also show that, overall, racist bullying does not appear to be a big problem in the county. Although, we can draw some very general conclusions from the responses we received from schools, because of the varying perceptions of bullying, we have found it impossible to draw any firm conclusions about which types of bullying are the most frequent.

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<sup>7</sup> From Safe to Learn: Embedding Anti-bullying work in schools 2007 (paragraph 1.7)

<sup>8</sup> From Safe to Learn: Embedding Anti-Bullying work in schools 2007 (para 1.9)

<sup>9</sup> From Safe to Learn: Embedding Anti-Bullying work in schools 2007 (para 1.10)

- 2.21 However, our interviews with schools did include specific questions about particular aspects of bullying and the form it takes. These included questions about the use of mobile phones in school and reactions to new migrant pupils. Our findings relating to these issues are set out below.

### ***Cyber bullying and the use of mobile telephones in school***

- 2.22 Although, in the main, bullying involving the use of new technology (or 'cyber bullying') was not currently perceived as a major problem in Worcestershire schools, several schools did suggest to us that, in their experience, incidents were increasing, especially out of school. The widespread use of mobile phones by young people (often with cameras attached) and the increase in the use of social networking sites is probably the reason for this perceived increase. Interestingly, the Authority's Anti-Bullying Co-ordinator also told us that when, at a recent conference, a group of professionals were asked to identify which areas of anti-bullying work they would welcome further support on, dealing with cyber bullying was the second most popular response. The technology involved has developed rapidly in recent years and many adults may not be familiar with what is possible and how incidents can be investigated and resolved.
- 2.23 With reference to mobile telephones, our discussions with schools revealed that 56% of middle and 78% of high schools allowed pupils to bring mobile telephones into school. However, in order to restrict the opportunity for students to use their telephones as a means of bullying (and to avoid other disruptions in class), schools have developed various guidelines about the use of the telephones during the school day. For example, at some schools telephones were handed in at reception at the start of the day and collected at home time. Other schools allowed pupils to carry telephones but they must be switched off and if found or seen by a member of staff, they would be confiscated and would then need to be collected by parents/carers. In contrast, schools situated in more rural areas or whose pupils travelled a long distance to attend school recognised that, for their pupils, mobile telephones were more of a necessity and did not feel that a ban on their use was appropriate. In general, although most schools thought mobile phones had the potential to cause problems, they were realistic enough to acknowledge that a total ban would be very difficult to enforce. Instead the majority of schools had chosen to adopt a pragmatic approach to the issue.
- 2.24 It is understandable that teachers and parents/carers are concerned about incidents of bullying involving the use of new technology. Bullying in this more sophisticated form can follow a young person into their home and have a horrendous impact on their well-being and self esteem. Many adults are less comfortable with the technology involved than the young people themselves and may not immediately recognise that what is happening is bullying. The DCSF has recently produced very useful advice on dealing with cyber bullying as part of its 'Safe to Learn' guidance and we understand that the Authority is planning further support for schools in this area.
- 2.25 It was suggested by the local Teacher Union Representative we talked to that the County Council's webmaster should ensure that security measures for internet facilities within schools that the County Council has responsibility for are sufficiently tight, in order to prohibit the use of chat rooms. Although we would acknowledge, that many students have easy

access to internet facilities outside of school, we would agree that it would send out a clear signal that school computers should not be used for this purpose.

**Recommendation 4:** We recommend that the Authority ensure that there are sufficiently tight security measures for internet facilities within schools to restrict access to inappropriate sites.

**Recommendation 5:** We recommend that the Authority provides, as planned, further support for schools in the form of training on methods of identifying and dealing with the issues raised by cyber bullying.

### ***New migrant pupils***

2.26 Recent years have seen a rise in the number of migrants coming to live and work in Worcestershire from the new European Union states in Central and Eastern Europe. Of course, the children of these families are being educated in the county's schools and we were interested to find out whether bullying of new migrant pupils was a problem in Worcestershire. In January 2008 there were in the region of 500 such pupils in the county. Of the schools we talked to, 36% kept separate records relating to bullying incidents involving migrant pupils. However, it is important to note that this does not necessarily indicate the level of incidents taking place. The majority of schools told us that they did not keep separate records because they did not perceive this to be a problem. In general, the message we received from schools was that bullying of new migrant pupils was not felt to be a particular problem, something we were very pleased to hear.

**Recommendation 6:** We recommend that the Authority actively monitors whether bullying of new migrant pupils is an issue.

### ***The time of school transition***

2.27 A clear message we received from our visits to schools was that the time of transition from one school to another, be it primary to high school or middle to high school, was a time when many pupils were particularly vulnerable to bullying and, importantly, the fear of bullying. This was reinforced during our discussions with Adrienne Katz, Anti-Bullying Alliance, who told us her research had shown that age 11 was the peak for fear of bullying, although transition at any age was a 'hot spot' for vulnerability and risk of bullying. At this time pupils might be anxious and nervous as they adjust to their new environment and move from being 'big fish in little pools' to 'little fish in big pools'. This can be very daunting for many children, particularly when they are transferring from the very nurturing environment experienced at primary and first school to the kind of environment where they have more personal responsibility and independence.

2.28 Schools have developed a number of strategies for supporting pupils at this important time. For example, as well as the standard open days, some schools ask students who have transferred schools to return to their previous school to talk to younger children and give them an insight into life at their new school. Other schools offer new students an older 'buddy', something that we felt was a particularly useful idea. It gives the new pupil an opportunity to ask questions which they may not want to ask

teachers and gives them someone to 'show them the ropes' and look out for them at break times.

- 2.29 We were interested to hear that Worcestershire was chosen as a pathfinder authority for a recent DCSF project relating to 'transition'. 40 Transition Information Sessions were coordinated by the Family Information Service. To ensure that this work was sustainable beyond the end of the initial project, the Family Information Service also delivered 13 training sessions to school professionals so that they are now able to independently develop their own transition information sessions in school. We were pleased to hear that part of these sessions related to the possibility of bullying at the new school, something that many parents/carers will have concerns about. Booklets were also distributed at the sessions and included very helpful advice on how to spot the signs that your child might be being bullied, and how to deal with bullying if it happens. We welcome the work that has been done to support pupils and parents/carers at the time of transition and would very much wish to see it continued.

**Recommendation 7:** The scrutiny task group is pleased to see the work already undertaken in relation to bullying at the time of school transition and would recommend that it continues to be a priority area for future work.

**Recommendation 8:** We would also recommend that staff and governors of schools in the same cluster are encouraged to work together to agreed standards and ethos in relation to anti-bullying work.

### **The Local Authority's Anti-Bullying Policy**

- 2.30 The Education Act 2002, Section 175 states that 'A local Authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children.' The Outcomes Framework from Every Child Matters and the subsequent Children Act 2004 identifies within 'Staying Safe' a specific aim to ensure that all children and young people are 'safe from bullying and discrimination'. One way in which the Local Authority carries out these duties is through its anti-bullying work. The Local Authority's Anti-Bullying Policy is a key part of this.

- 2.31 Worcestershire's Anti-Bullying Policy was published in 2006 and contains as its vision:

*To eradicate bullying in all settings where the Local Authority has a responsibility for children and young people's safety and wellbeing.*

*For all citizens of Worcestershire to recognise bullying as unacceptable, anti-social behaviour and actively work together to challenge it.*

- 2.32 As well as setting out general advice for schools on how to develop an effective school-based anti-bullying policy, the Local Authority policy also gives guidance on identifying the extent of bullying in the setting and effective strategies for anti-bullying work and for dealing with incidents of bullying.

- 2.33 Our discussions with schools showed that, in general, schools have found this document to be useful in moving forward their own strategies for anti-bullying, with 87% of middle schools and 70% of high schools reporting that they have used the Local Authority policy to develop their own school policy. Adrienne Katz of the Anti-Bullying Alliance also told us that she thought the Local Authority's anti-bullying policy was excellent and the key was now to achieve 'buy-in' from all stakeholders.

### **Local Authority support to schools**

- 2.34 When visiting schools we asked about their experience of local authority support to date. It is important to note that most schools were referring to their experience prior to the appointment of the Anti-Bullying Co-ordinator. When asked whether they were aware of the support that was available and how to access it, 81% of middle schools and 70% of high schools replied that they were aware. Some schools responded that although they were aware of the support, they had not needed to access it. However, when asked if schools felt that they were supported by the Local Authority in their anti-bullying work only 56% of middle schools and 61% of high schools said yes. One school commented that bullying issues needed to be dealt with there and then and felt that advice and reassurance on the correct action to take was not always available quickly enough and at the times that it was most needed. Another school told us that more could be done to improve the relationship between the local authority and schools. Headteachers sometimes found themselves in the difficult position of being asked to compromise on their decisions despite following their stated policy. In these circumstances some schools felt it would be helpful if the Authority took a stronger stance and supported headteacher decisions.
- 2.35 Since February 2008, ongoing Local Authority support to schools has been co-ordinated by the Anti-Bullying Co-ordinator. We were told that the Co-ordinator's role is to provide a link between the Authority's strategic and operational anti-bullying work. The postholder co-ordinates two multi agency groups – one strategic and one operational – which bring together a number of interested professionals to guide the Authority's work. The Anti-Bullying Co-ordinator is also a member of other related groups such as those looking at healthy schools and the Social and Emotional Aspects of Learning (SEAL) and regional networks.
- 2.36 We were also pleased to hear about the links between the Worcestershire Safeguarding Children Board (WCSB) and the Anti-Bullying Co-ordinator (via the Anti-Bullying Co-ordinator's Strategic Anti-bullying Group and the WCSB's E-safety Group). This is an important mechanism for highlighting the Authority's anti-bullying work with our partners and co-ordinating approaches. It is important to note that the Anti-Bullying Co-ordinator has a very wide remit which extends throughout the Authority not simply in relation to schools.
- 2.37 Although at the time of writing, the Anti-bullying Co-ordinator has only been in post for 8 months, we have been impressed by the awareness raising work that has already been undertaken and by the plans for the development of further support for professionals in the future. During the scrutiny exercise, members of the task group were able to attend two Local Authority conferences aimed at teachers and other professionals and informal feedback from both events was very positive.

2.38 At the 'Next Steps' conference in July 2008, delegates were asked which aspects of bullying they would like further Local Authority support on in the future. The results of this were analysed and a list of priorities for future work has been drawn up. Potential areas for future training included:

- Whole school approaches
- How to deal with bullying involving the use of new technology
- Dealing with incidents of hate bullying (eg racial or homophobic bullying)
- Bullying affecting pupils with special educational needs (in the light of the inclusion agenda which sees more very vulnerable special needs pupils in mainstream schools)
- Encouraging the participation of children and young people in anti-bullying work
- Supporting the victim and challenging the behaviour of the perpetrator
- The community aspects of bullying (including links with domestic violence)

(Of course, only some of the issues on the above list relate to the remit of this scrutiny exercise.)

2.39 We were told that the Authority was now rolling out regional events, providing workshops on specific themes and that training would be provided according to local need. We were pleased to see that teachers and other professionals have been involved in drawing up the programme for future training and would support the idea of basing training on local needs. The proposed programme of future support is ambitious and appears to be an important step forward in raising the awareness of professionals and in enhancing the confidence of those who deal with bullying incidents in our schools. Our discussions with schools would suggest that this will be a welcome enhancement to the support the Local Authority provides for schools.

2.40 We heard from the Anti-Bullying Co-ordinator that, in the main, her direct contact with schools was limited to dealing with specific incidents and she was not currently able to undertake a programme of visits to schools to discuss their anti-bullying strategies on an individual basis. The capacity of the team would be a factor in deciding whether this detailed work would be possible in the future. We consider that there would be significant merits in providing sufficient capacity to enable such a programme of visits.

2.41 Although, schools were not entirely positive about the support they received from the Local Authority on anti-bullying work, we recognise that this is a fast developing area of work. Plans for the future appear to be well thought out and we will be interested to see how effective the proposed future programme is.

**Recommendation 9:** We recommend that the Authority ensures that sufficient resources are provided to enable the Anti-Bullying Co-ordinator, as a priority, to deliver the proposed programme of future support for schools and provide capacity to undertake more frequent visits to schools.

**Recommendation 10:** We recommend that the Anti-Bullying Co-ordinator and the Service Development Manager (Vulnerable Children) report back to the OSSC following evaluation of the proposed programme of support for schools (at the same time as the report back on the implementation of the universal web-based database – see recommendation 3).

### **Schools' anti-bullying policies**

- 2.42 All schools are required to have an anti-bullying policy. The School Standards and Framework Act (1998) states that “the Headteacher should publicise anti-bullying measures to their school community....” ie school staff, parents/carers, children and governors. The Education and Inspections Act 2006 gives headteachers the power to take action on poor behaviour that occurs outside school premises and when a member of staff is not in charge of the student.
- 2.43 Of the schools we visited, 94% of middle and 100% of high schools had an anti-bullying policy (and those that did not were in the process of revising their policy). In the main, policies are based either on Department for Children, Schools and Families or Local Authority guidance or a combination of both. Voluntary aided schools may also refer to guidance from the Diocese. Within these policies, 31% of schools told us that they make special reference to those students with special educational needs. However a number of schools told us that they operate on an inclusive basis and although their policies did not make particular reference to those students with special educational needs, the interpretation of the policy was tailored to the needs of the individual child.
- 2.44 A strong theme that emerged when talking to schools about their anti-bullying policies, was the importance of widespread consultation when developing the policy. We learnt that it was good practice for this consultation to include the whole school community including pupils, staff (both teaching and non-teaching) and parents/carers. This inclusive approach ensures that everyone has the opportunity to express an opinion and demonstrates sensitivity and understanding of a diversity of needs, hopefully resulting in a wider understanding of the policy and a greater degree of 'buy-in' (as recommended by Adrienne Katz). We also learned that schools are required to carry out an annual review of their anti-bullying policy (as with other school policies). We welcome this as it is helpful for schools to revisit the policy in the light of the needs of each new pupil cohort and any new guidance, legislative or otherwise. At the time of this review it is also important to carry out a wide consultation with the school community. We found that some schools are already doing this and we would support their approach.
- 2.45 Colleagues at Walsall told us that they hold a central copy of all schools' anti-bullying policies. We thought that this would be particularly helpful if officers were asked to get involved in a particular case and from the point of view of monitoring and evaluation of approaches taken by schools.

**Recommendation 11:** We recommend that those schools that do not already consult with the wider school community (ie students, parents/carers, all staff and governors) when drawing up their anti-bullying policy should do so as standard practice and also every year when the policy is reviewed.

**Recommendation 12:** We recommend that schools are encouraged to forward a copy of their anti-bullying policy to the Anti-Bullying Co-ordinator and on an annual basis when the policy is reviewed.

### **Making the policy accessible**

- 2.46 As we have seen, the vast majority of middle and high schools in Worcestershire have an anti-bullying policy in place. However, the policies we saw were very varied. Some were very detailed documents, others just one side of A4 paper. Whatever the length of the document, once it has been produced, it is essential for schools to communicate it effectively to the whole school community. Schools explained to us that they publicise their anti-bullying policies through various methods. These included on entry to the school, on request, through school newsletters and displays, via the school website, in the prospectus and in the student planner.
- 2.47 We received a mixed response when we asked parents/carers whose children had experienced bullying whether they had been given a copy of the school's anti-bullying policy. Some were given a copy on request (or following several requests) and on one occasion the policy had been provided as part of an induction pack. Of course, it may well be that until a child becomes involved in a bullying incident, a parent would have little interest in the school's anti-bullying policy. However, at the same time we would hope that schools would do all they can to publicise the policy to parents/carers throughout the school year.
- 2.48 Many of the schools we talked to, also produced a version of their anti-bullying policy written in a shortened pupil-friendly format. A number of secondary schools included this version in the student planner that all students were given at the start of the year. We would support the idea of producing a version of the policy especially for the student audience as an important way of ensuring pupils are engaged and aware of the school's approach to anti-bullying.

**Recommendation 13:** We recommend that schools are encouraged to publicise their anti-bullying policy as widely as possible so that all pupils, parents/carers, teachers and visitors to the school are aware of its contents. Additionally, when the policy is revised it should be reissued to all pupils, parents/carers, staff and governors.

**Recommendation 14:** We recommend that schools are encouraged to produce a version of their anti-bullying policy in a pupil-friendly format and issue it at induction, the start of the new school year, when revised and on request. This should be publicised as much as possible in planners, on classroom walls etc.

### **The whole school approach to anti-bullying work**

- 2.49 It is, we believe, critical that schools adopt a whole school approach to tackling bullying. We have learned that it is good practice to embed anti-bullying work across all areas of school life by creating a learning environment where every child feels valued, secure, able to express their views and appreciate others' views and differences whilst taking responsibility for their own actions. Every child should know that if they are being bullied, when they decide to tell someone they will be listened to and taken seriously. Developing a school's culture and ethos to ensure

that all pupils feel this way can only be achieved by ensuring a consistent approach to bullying across the whole school.

- 2.50 We were very pleased to see that, in general, schools are aware of the benefits of adopting a whole school approach and have developed a raft of ways of embedding the anti-bullying message in all aspects of school life. Of course, the school curriculum can play a major part in pushing home the message that bullying will not be tolerated, but schools are also using many other strategies to reinforce their anti-bullying policy. We have seen schools who have delivered the anti-bullying message through, for example: personal, social and health education (PHSE), drama, assemblies and circle time. Other tools we have seen include the use of school prefects to support younger pupils, placing staff in vulnerable places at break and lunch times, providing a confidential box for pupils to report their concerns anonymously and using senior staff as 'bus stop patrols'. Our meetings with teachers have shown us that schools are using a very wide variety of imaginative approaches to embedding anti-bullying strategies into their school ethos and culture. (See also paragraph 2.58)
- 2.51 Looking to the future, we were pleased to hear that anti-bullying work is given a high profile on teacher training courses offered by the University of Worcester. A representative of the University told us that, as well as being covered in discrete elements of the course, anti-bullying work is embedded across all aspects of the teacher training programme. Training provided by the University of Worcester is very influential in the county as 30% of all trainees completing the University's programme go on to teach in Worcestershire schools.

### **The Parent Partnership Service**

- 2.52 The Parent Partnership Service (PPS) operates at 'arm's length' from Worcestershire County Council's Children's Services and aims to give independent and neutral advice to parents and carers of children aged from 1 to 16 years on Special Educational Needs and Non-Curriculum issues including bullying. The stated aim of the PPS is 'to represent the needs, views and opinions of parents/carers to ensure their voice is heard'. The 2002 SEN Code of Practice states that all Local Authorities must provide parents/carers with access to a Parent Partnership Service.
- 2.53 Representatives of Worcestershire's Parent Partnership Service told us that, in relation to bullying, the PPS's work includes:
- a signposting service for further information
  - telephone support
  - a befriender service
  - support for schools to help build positive relationships between schools and parents/carers, and
  - facilitating mediation and restorative justice.
- 2.54 Additionally, in recent times, the PPS has found that holding outreach events in the community is beneficial in contacting hard to reach parents/carers and as a result has seen a steady increase in the use of the service following these events.

- 2.55 We were told that in the year September 2006 to September 2007, the PPS dealt with 160 cases of bullying. Each case is handled on an individual basis, each one requiring a different amount of time to resolve satisfactorily.
- 2.56 Our discussions with representatives of the PPS were very interesting and we were impressed by the range of work undertaken and the enthusiasm and passion of the staff involved. In particular, we felt that their mediation work was impressive and were not surprised to hear that it had proved very successful in resolving cases of bullying. However, we were told that any increase in demand for this service would be difficult to meet without an increase in resources. In light of this, we were particularly interested in the proposal of the officers from the PPS that schools be trained to carry out mediation themselves.
- 2.57 Our discussions with parents/carers of children who had been bullied revealed the high esteem with which the Parent Partnership Service is regarded by the parents/carers it has helped. The Overview and Scrutiny Steering Committee wish to ensure that the existence of the PPS was given a sufficient profile in terms of publicising its existence. Several parents/carers praised the patient support they had received and expressed their appreciation for being able to call on a 'listening ear' at a time of family crisis. Of the schools that we visited, 94% of middle schools and 70% of high schools said that they did refer parents/carers to the PPS. On the whole, schools were positive about the usefulness of the PPS and felt that it was important there was someone there to guide parents/carers through the system. However several schools mentioned to us that, although they referred parents/carers to the PPS for support, they often felt that the Service tended to take the parents' side and did not check facts and investigate whether they were being told both sides of the story. It was also suggested to us that involving the PPS could lead to a case becoming more adversarial than was necessary.

**Recommendation 15:** We recommend that schools are encouraged to undertake mediation themselves and, if training is required, delivery in the most cost effective way as part of a cluster or pyramid group be considered.

**Recommendation 16:** We recommend that the Authority strongly urges all schools to publicise the Parent Partnership Service by displaying literature in their reception and other information points.

### **The sharing of good practice**

- 2.58 Almost, without exception, each school we visited was able to tell us about a particular approach they had found to be successful in their school. However, we were struck by the fact that there appeared to be limited opportunity for individual schools to share these good ideas with other schools. In particular, we would suggest that the sharing of good practice between schools in a local pyramid or cluster would be beneficial. For example, we were told that the first, middle and high schools in the Evesham area share a common behaviour policy. We felt that this was particularly beneficial for the pupils in terms of maintaining standards of behaviour and giving clear guidelines which the pupils would grow up with, embedding the same standards from an early age.

- 2.59 We would suggest that the sharing of good practice between schools is essential as an idea often has more credibility if it has been seen to work in another school. Although we recognise that schools often see themselves as 'mini-businesses' and in competition with each other, it was heartening to hear that officers from Children's Services feel that attitudes are changing and some schools are now becoming more willing to work together. We were also pleased to hear from the Director of Children's Services that this collaboration would be encouraged by the Local Authority and that the DCSF was currently consulting on whether the duty on schools to co-operate should be increased. We would, therefore, recommend that the local authority investigates the possibility of encouraging schools to share good practice (possibly via a collection of case studies on Edulink) and especially via pyramid and cluster co-operation.
- 2.60 Interestingly, we were advised by the local representative of the teacher unions that with the advent of 14-19 diplomas, different elements of which will be delivered at specific schools, pupils may be receiving their education at different sites. This will require greater collaboration between schools, and will necessitate a more consistent approach to behaviour management and to what constitutes bullying and how it is dealt with. We would also suggest that the increased amount of travelling between schools may provide more opportunities for bullying to take place.

**Recommendation 17:** We recommend that schools continue to be encouraged to adopt a whole school approach to anti-bullying work and to share individual examples of good practice via Edulink and pyramid and cluster cooperation, and for the Local Authority to monitor this.

### **Developing anti-bullying quality standards**

- 2.61 As part of the Government's recent anti-bullying initiatives, schools can sign up to an Anti-Bullying Charter to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices. We believe this to be a positive step for schools to work towards (if they have not done so already) and feel that not only does it give a powerful message but it would go some way to developing a more consistent approach by schools to tackling bullying.
- 2.62 However, we heard from colleagues in Warwickshire and Walsall that their authorities were also working to develop their own anti-bullying quality standards for schools, to allow a degree of objective measurement of whether a school is successful in its anti-bullying work. In Warwickshire, we heard that these were being developed in consultation with young people. In Walsall, bronze, silver and gold standards had been produced (based on those developed by Sunderland's youth parliament). We were told that schools were now able to undertake a self-assessment against the standards and then applications to be awarded a standard were considered by a committee of the local youth parliament. We felt that both these schemes would be very helpful to schools and would recommend that a similar scheme be developed in Worcestershire.

**Recommendation 18:** We recommend that the Authority investigates the possibility of developing a set of quality standards for schools' anti-bullying work (devised by young people themselves) and a system of young people awarding schools a 'charter mark' when they have demonstrated good practice.

### **Healthy schools**

2.63 A further driver to encourage schools to adopt a whole school approach to anti-bullying work is the Healthy Schools Initiative which links closely to a school's anti-bullying work. The Emotional Health and Wellbeing theme of the Healthy Schools Initiative requires schools to satisfy certain criteria relating to anti-bullying. The minimum evidence required is as follows:

- The school signs the Anti-Bullying Charter and uses it to draw up an effective Anti-Bullying Policy.
- Staff know and understand the policy on bullying including their role within it.
- Staff feel supported and are able to identify and manage bullying.
- Children, young people and parents/carers know and understand the policy on bullying and feel that they have the opportunity to regularly discuss its implementation.
- The school has a system that ensures prompt reporting back to parents/carers on any concerns raised.
- The school has a system for recording bullying incidents and a follow up process to monitor children and young people involved in bullying incidents.
- Children and young people report that they feel safe in school.

2.64 We were pleased to learn that 13 middle and 17 high schools in Worcestershire have achieved Healthy Schools Status and therefore met these criteria in relation to anti-bullying work. We welcome the work being done in this area by the Healthy Schools Team and would support their continued work to encourage all schools to work towards healthy school status.

### **Dealing with incidents of bullying**

2.65 Despite the very good work we have seen in schools to prevent bullying taking place, as we have acknowledged, it will never be possible to completely eradicate it from our schools. When an incident does occur, how schools deal with it will vary on a case-by-case basis, depending on the individuals involved, the seriousness of the incident and any history of incidents between the individuals. Of course, all schools have set procedures for handling incidents of bullying but the diversity of types of incident requires schools to be flexible and have a diversity of strategies for dealing with them.

2.66 We believe that responding quickly to an incident or allegation and investigating it thoroughly is crucial in resolving it successfully. Taking each allegation seriously will send a message throughout the school that bullies cannot get away with it and will encourage others who experience bullying to report incidents. The parents/carers we spoke to also echoed the importance of dealing with incidents quickly and following up within reasonable timescales. We appreciate that it can sometimes be difficult for schools if they are dealing with more than one incident at a time (some

of which may turn out to be simply the result of individuals falling out or friendship groups changing). Nevertheless we feel that speedy and rigorous investigation is important to maintain the confidence of pupils and parents/carers.

- 2.67 Our discussions with parents/carers and the testimonies we received from the parents of pupils who are home educated revealed several examples where, in attempting to deal with a problem, the school involved had only succeeded in making the victim feel that the bullying was his/her fault. We heard of cases where the victim had been taught separately or had been kept inside during breaks while the bullies were able to carry on as normal. We also heard of cases where it was suggested that the victims were not being understanding enough of the bully's problems. In our view it is wrong for schools to deal with bullying in a way that makes the victim feel punished or that the bullying is somehow their fault.
- 2.68 We also found that the relationship between the school and the local community can play a large part in the successful handling of incidents. A number of secondary schools told us that they had developed a good relationship with the local neighbourhood policing team who could be on hand in minutes to help them should the need arise. We would support this and would encourage other schools to follow this approach.

<p><b>Recommendation 19:</b> We recommend that all schools are encouraged to develop appropriate links with local neighbourhood policing teams and other local partners.</p>
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### **Encouraging pupils to tell**

- 2.69 We have found that how well a school deals with incidents of bullying is often reflected in the willingness of pupils to report incidents. A school that is successfully tackling bullying would have as part of its school ethos a culture that encourages pupils to report incidents (whether happening to them or to a fellow pupil). We would acknowledge that this is not something that can be prescribed by the local authority. Instead it is an ethos that is conveyed by the attitudes of staff and students and can be seen in how students and staff relate to each other and the community and the general atmosphere of the school. Schools should aim to create the kind of environment when children feel safe and valued. They should make it clear that they are 'telling schools' where it is everyone's duty to report an incident and that they do not condone a lack of action by bystanders and observers.
- 2.70 All of the schools we talked to were confident that students would know where to go for help if they felt that they were being bullied or a friend was being bullied. This was reinforced by the groups of students we talked to. Schools also believed that even if the victim themselves did not report the bully, friends and peers would. We were very pleased to discover this positive view of the situation in Worcestershire schools.

### **Responsibilities within the school**

- 2.71 Schools which are successful in their anti-bullying work ensure that everyone in the school has a collective responsibility for dealing with bullying. It is important that all staff (teaching, non-teaching and support

staff) are aware of the school's anti-bullying policy and have the confidence to deal with an issue when it arises.

- 2.72 However, we would also suggest that it is helpful for schools to assign overall responsibility for coordinating anti-bullying work to an individual member of staff. As part of our discussions with schools, we asked whether a school had an anti-bullying co-ordinator and, if so, what was the position of that member of staff. 69% of schools visited told us that they had an anti-bullying co-ordinator. However, further discussions often revealed that even those schools who said they did not have an anti-bullying co-ordinator, usually had someone who had been given responsibility for anti-bullying work within the school. In most schools the deputy headteacher (or assistant headteacher responsible for pastoral care) was responsible for anti-bullying work even if they were not defined formally as the anti-bullying co-ordinator. In order that parents/carers and others are clear about responsibilities within the school, we would recommend that schools should include the name of the individual responsible for anti-bullying work in their anti-bullying policy.
- 2.73 Although the majority of schools had identified one individual (usually within the school's senior management team) who took responsibility for co-ordinating anti-bullying work within the school, we would also suggest that it is essential that all staff within the school recognise their own role in relation to the prevention of bullying. Our research revealed that schools use a variety of methods to ensure that all staff understand their role. These include via focussed staff training (with refreshers as and when a policy was amended or for new staff), keeping the subject high profile in staff meetings, via the staff handbook, and ensuring all staff have a copy of the anti bullying policy. The majority of schools we spoke to recognised the need to ensure that support staff, administrative staff and lunchtime supervisors were also included in this training process.
- 2.74 Similarly, when an incident does take place, it is important that all relevant staff are informed. Not only does this create a bigger network in the school to keep an eye on a vulnerable child, it may also explain to teachers why a child's behaviour within school may be out of character. Although, of course, schools must take account of the sensitivity of the situation and bear in mind any issues of confidentiality, it is, we feel, important for them to identify procedures to ensure those staff who can support the pupil are aware of the necessary details.

**Recommendation 20:** We recommend that schools formally record in their anti-bullying policy the name of the person responsible for coordinating anti-bullying work within the school.

**Recommendation 21:** We recommend that schools should be encouraged to use a Teacher Education Day every two years to ensure that all staff are given training on the school's anti-bullying policy and what measures the school uses to deal with incidents when they occur, including how to report them.

### **The role of the governing body**

- 2.75 As with all other areas of school life, governing bodies have an important role to play in anti-bullying work. The Education Act 2002, Section 175 states that 'the governing body of a maintained school shall make arrangements for ensuring that their functions relating to the conduct of

the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school.'

- 2.76 Representatives of the Worcestershire Association of Governors told us that the role of the governing body was to 'oversee' and ensure that the correct provision was in place to deal with bullying issues in schools. For example this would include reviewing, agreeing and monitoring the effectiveness of a school's anti-bullying policy on a yearly basis in line with other policies reviewed and ensuring that pastoral staff were in place to deal with bullying issues. In terms of individual cases, generally governors would only be involved with the most serious cases of bullying which had resulted in a fixed term or permanent exclusion. In addition, as part of his/her report to the full governing body the headteacher would update governors in general terms on issues relating to bullying.
- 2.77 The DCSF recommends that the role of monitoring and evaluating the school's anti-bullying measures may be assigned to a lead governor or committee of the governing body. Of the schools that we visited, 56% of middle schools and 35% of high schools already had a nominated governor who took responsibility for issues relating to anti-bullying. Of course, it is not necessarily the case that those schools without a named governor are not taking bullying seriously and we believe that it is the responsibility of all governors to develop an understanding of what bullying is and an awareness of the school policy. However, we also believe that giving one person on the governing body responsibility in this way is a means of focusing attention and maintaining the impetus for ongoing review and evaluation of the policy. We believe this role to be crucial and would recommend that all schools appoint a named governor to act as a focal point on the governing body for anti-bullying work.
- 2.78 We also considered the issue of training for governors. We were told that governors may receive training relating to bullying as part of PHSE training courses. In addition it was suggested to us that it would be helpful to governing bodies if the local authority provided free training to governors as a way of ensuring a consistent approach by all governors.

**Recommendation 22:** We recommend that schools are encouraged to appoint a named governor responsible for monitoring and evaluation of anti-bullying measures including the annual review of the anti-bullying policy.

**Recommendation 23:** We recommend that the Authority considers providing a training programme for governors (within the Governor Training Programme) as a way of ensuring a consistent approach.

### **The role of Ofsted in school inspections**

- 2.79 Schools are inspected by Ofsted, part of whose role is to check that they have the policies the law requires them to have, including a behaviour policy which either includes or incorporates an anti-bullying policy (as required by the Education and Inspections Act 2006 s.89, 1(b)). Ofsted's inspections focus on outcomes for pupils. If these give cause for concern, inspectors would be expected to take into account the effectiveness of the relevant policies in supporting positive behaviour and ensuring pupil safety. During an inspection, parents/carers and pupils have opportunities – in person and through questionnaires sent home in advance – to raise concerns about bullying and how it is handled. Where an inspector

believes that she or he has seen strong evidence to suggest that the school is not dealing effectively with bullying, this is reflected in the final report. In addition, since September 2005, inspection reports have been required to comment on the five wellbeing outcomes contained in Every Child Matters. This provides an opportunity, especially within the 'staying safe' outcome, to comment on the school's procedures for handling incidents of bullying.<sup>10</sup>

- 2.80 When we asked Ofsted to what extent they investigate bullying during an inspection, we were told that:

"It is not part of an inspector's role to undertake specific investigations into bullying incidents, although they may, as a result of concerns expressed by parents or pupils, request further information from the school about how its anti-bullying policy is implemented.

Inspectors will gather views from the school, parents/carers and pupils firstly through pre-inspection questionnaires and the school's SEF (Self-Evaluation Form), then during discussion with pupils and staff. It is never assumed that bullying is not a problem, and inspectors always ask pupils about how incidents are dealt with by the school, even if pupils say that it rarely happens."

- 2.81 Reassuringly, the 2006/07 Ofsted Annual Report<sup>11</sup> states that nationally 'in most cases, pupils report that any incidents of racism or bullying are dealt with effectively'. We also looked at the most recent Ofsted reports on high schools in Worcestershire (where available). The majority of reports did not refer to bullying at all and those that did reported that the inspectors were satisfied with how incidents were being dealt with.

### **Bullying outside of school**

- 2.82 New DCSF regulations have recently given powers to headteachers relating to pupils' behaviour beyond the school gates, eg when travelling to and from school, in places that are close to the school, while on work experience or at off site extended school activities. Behaviour can also be regulated when a pupil is wearing school uniform in a public place.
- 2.83 Many schools told us that this power was in the main re-enforcing what they already did. In general, we heard that they would deal with incidents which were reported to them especially when a student was wearing school uniform. Some schools reported that they would also involve outside agencies, eg police, YOT, Education Welfare Officer or the bus company (for incidents involving discipline on buses). We also heard that, as a matter of routine a number of schools told us that they have senior staff patrolling outside school grounds before and after school and at lunchtime as a preventative measure.
- 2.84 Public transport was mentioned by a number of schools as a potential hotspot for bullying. Students are unsupervised, independent and responsible for themselves and this can sometimes lead to unacceptable behaviour. Although schools told us that they worked alongside the bus

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<sup>10</sup> *From Bullying in schools: a review of the current complaints system by the Children's Commissioner for England November 2007*

<sup>11</sup> *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/07*

companies and would support the bus drivers when there were disciplinary issues, we would recognise that the journey to and from school can be a difficult time for some vulnerable pupils.

**Recommendation 24:** We recommend that the Authority strongly urges governing bodies to implement the new powers relating to pupils' behaviour beyond the school gates.

### **The bullying of teachers**

- 2.85 The issue of the bullying of teachers – by pupils, by parents/carers, and by fellow teachers and senior managers – was raised with us during a number of school visits. It was also an area of concern for the teacher union representatives. Although the issue was outside the remit of this scrutiny exercise, we feel it is important to acknowledge it as a potential problem and draw attention to the following advice from the DCSF:

*'The Department strongly recommends that the school anti-bullying policy ... covers the bullying of school staff, whether by pupils, parents or other staff, as well as the bullying of pupils.'*<sup>12</sup>

- 2.86 Although we have not been able to look at the issue in any depth we would hope that the Local Authority would be able to further investigate this issue in the future.

## **3. CONCLUSION**

- 3.1 Our scrutiny exercise has involved an extensive programme of meetings with many interested parties who have told us about the issue of bullying from several different perspectives. For example, we have interviewed schools about their procedures and also spoken to parents/carers and pupils who have experienced those procedures at first hand. Similarly, we met officers from Children's Services whose job is to support schools and we also heard from schools about how they feel their anti-bullying work relates to the work undertaken by the Local Authority. This has, we feel, given us a wide-ranging overview of the issues facing all those involved in anti bullying work in the County.
- 3.2 We are pleased to report that many positive messages have emerged from our scrutiny. We have found many examples of good practice and innovative approaches to dealing with bullying in schools, and we have visited many schools where the majority of pupils are clearly happy, relaxed and able to learn.
- 3.3 However, for a minority of pupils, despite all of the policies, procedures and good practice, attending school is not a happy experience. For some children the system has failed and as a result their and their family's lives have been made miserable. Their self confidence and self esteem have been undermined, and their attendance and attainment at school may be affected. It is for these reasons we believe that anti-bullying work needs to remain a top priority for everyone and it is right and proper that the Local Authority continues to strive to achieve the vision stated in its Anti-Bullying Policy: *'To eradicate bullying in all settings where the Local*

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<sup>12</sup> From Safe to Learn: Embedding Anti-Bullying Work in Schools

*Authority has a responsibility for children and young people's safety and well-being".*

- 3.4 In our view, a major challenge for the Local Authority in the future will be to ensure that the good practice we have seen is shared throughout the county to enable all pupils to enjoy their time at school.
- 3.5 Our work has also revealed the difficulty of assessing the extent of the problem of bullying in the county. We currently have no universal system of recording information and, until we do, it will be impossible to assess the situation with any accuracy or to measure the effectiveness of any anti-bullying strategies. We were pleased to learn that a new system for collecting and recording data is in development and look forward to hearing about its impact. Having acknowledged the difficulties of accurately gauging the extent of the problem, the evidence from our investigation has led us to believe that, in general, bullying is no more of a problem in Worcestershire than it is in any other part of the country.
- 3.6 The Director of Children's Services and the Cabinet Member for Children and Young People told us about the importance of creating an open environment in a school, where everyone felt happy to talk about and deal with bullying. They suggested that schools should not be concerned that if they admit bullying happens, they would be seen as less than perfect. We would agree with this. It is essential that the problem is brought into the open so that it can be dealt with. Furthermore, we feel that a more open culture would be welcomed by parents/carers and would lead to greater accuracy in the data that the Local Authority collects and, therefore, more clarity about the scale of the problem.

## Schedule of the Task Group's Activity

Scrutiny Proposal to OSSC	
Pre-meeting with Chris Golbourn, Service Development Manager, Vulnerable Children	18 September 2007
Task Group Meeting <ul style="list-style-type: none"> <li>Background/Terms of Reference</li> </ul>	12 November 2007
Members of Task Group attended WCC Anti-Bullying Week Event	19 November 2007
Task Group Meeting <ul style="list-style-type: none"> <li>Simon Rushall, Service Development Manager</li> <li>Sue Brooke, Parent Partnership Service</li> </ul>	21 January 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Adrienne Katz, West Midlands Regional Co-ordinator, Anti-Bullying Alliance</li> </ul>	18 February 2008
Members of Task Group attended Anti-Bullying Regional meeting, Coventry	12 March 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with representatives of Worcestershire Association of Governors (WAG)</li> </ul>	31 March 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with representatives of Worcestershire Association of Secondary Heads (WASH)</li> </ul>	15 April 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with Teacher Association Rep</li> </ul>	12 May 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with representative of University of Worcester</li> </ul>	6 June 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with Steve Dodd and Janet Kerr of Wolverhampton City Council</li> <li>Discussion with members of the Youth Cabinet</li> </ul>	26 June 2008
Members of Task Group attended Anti-Bullying Regional meeting, Wolverhampton	8 July 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Rachel Evans, Warwickshire County Council</li> <li>Sharon Tott, Walsall Metropolitan Borough Council</li> </ul>	10 July 2008
Task Group Members attended WCC Anti-Bullying event	11 July 2008
Task Group Meeting <ul style="list-style-type: none"> <li>To discuss initial findings/draft report</li> </ul>	12 August 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Chris Golbourn, Service Development Manager for Vulnerable Children</li> <li>Hannah Cridford, Anti-Bullying Co-ordinator</li> </ul>	12 September 2008
Task Group Meeting <ul style="list-style-type: none"> <li>Discussion with Adrienne Plunkett, Manager, Worcestershire Safeguarding Children Board</li> <li>Discussion with Cabinet Member/Director of Children's Services</li> </ul>	26 September 2008
Task Group Meeting <ul style="list-style-type: none"> <li>To discuss draft final report</li> </ul>	3 October 2008
Members of the Task Group attended the Parents' Voice Steering Group	24 October 2008
Task Group Meeting <ul style="list-style-type: none"> <li>To agree final report</li> </ul>	3 November 2008
Final report to OSSC	12 November 2008
Final report to Cabinet	27 November 2008

Other meetings that have contributed to the exercise:

- School visits to middle and high schools
- Meetings with parents/carers of children who have been bullied
- Meetings with groups of pupils

Questions asked during visits to middle and high schools

Worcestershire County Council

Anti-Bullying Scrutiny Task Group - Suggested Questions for School Visits

One of the aims of the Anti-Bullying Scrutiny exercise is to establish the true scale of bullying in the County. We are hoping that by speaking directly to schools we will be able to identify trends in bullying, including number and types of incidents and the effectiveness of the different types of support available to schools, pupils and parents. We will then use this information to build up a picture of the situation in the County, including identifying best practice which could be more widely disseminated and areas where more help and support may be needed.

All information will be treated in the strictest confidence. When compiling the final report, schools will not be identified by name.

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| <p>1. (a) Does your school have an Anti-Bullying Policy?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(Could we have a copy please?)</p> <p>(b) Does your school have a specific strategy for those pupils with Special Educational Needs (SEN)?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>(Could we have a copy please?)</p> <p>2. Is your policy based on the Local Authority's guidance?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Is your policy based on DCSF guidance?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>If not, why not?</p> <p>-----</p> <p>-----</p> | <p>-----</p> <p>-----</p> <p>3. How do you make your Anti-Bullying Policy accessible to parents?</p> <p>Provide copy on request <input type="checkbox"/></p> <p>Display at school <input type="checkbox"/></p> <p>Notify via newsletter <input type="checkbox"/></p> <p>Other, please state</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>4. Does your school have a particular definition of bullying? If so, what is it?</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>5. Does your school have</p> | <p>an Anti-Bullying Co-ordinator?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>6. What is the position of your Anti-Bullying Co-ordinator in school?</p> <p>-----</p> <p>7. Does your school have a nominated Governor with responsibility for anti-bullying?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>8. How do you ensure that all staff in the school understand their role in relation to bullying (including Teaching Assistants/ lunchtime attendants and other ancillary support staff)?</p> <p>-----</p> |
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9. Do you believe that children in your school know where to go for help if they feel they are being bullied?

Yes  No

Any comments?

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10. Please give details of your system for recording and following up cases of bullying?

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11. Do you formally record every instance of bullying or perceived bullying?

Yes  No

12. How do you decide whether an incident constitutes bullying? Do you consider the concept of 'intent' when making this decision?

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13. How many cases of bullying have there been in the last two academic years?

2006/07 -----

2005/06 -----

*Could we have a copy of your bullying incident records to examine the detail behind these cases? (We will obviously respect confidentiality and will not use names. We are interested in trends only.)*

14. What form did these incidents take, eg emotional, physical, verbal, written, cyber, racist, sexual, homophobic?

2006/07-----

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2005/06-----

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15. Do you keep records of bullying incidents involving new migrant pupils?

Yes  No

16. Are you aware of the support for schools

that is available via the Local Authority and how to access it?

Yes  No

17. How do you feel about providing the Authority with details of incidents of bullying in your school? Are there any reasons why you would not report an incident to the Local Authority?

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18. Do you feel that you are supported by the Local Authority in your Anti-Bullying work?

Yes  No

19. Does your school use any preventative anti-bullying strategies?

Yes  No

Please give details

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20. What strategies do you use to resolve issues around bullying?

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21. We have heard that pupils are often reluctant to report themselves that they are being bullied. What do you do to encourage pupils to tell an adult if they witness someone being bullied?

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22. Do you refer parents to the Parent Partnership Service?

Yes  No

23. How effective do you think the Parent Partnership Service is?

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24. Do you allow mobile telephones in school?

Yes  No

25. If not, how do you prevent students bringing phones into school?

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26. If yes, do they cause problems?

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27. New DCSF regulations have recently given headteachers powers relating to pupils' behaviour beyond the school gates, eg when travelling to and from school, in places that are close to the school, while on work experience, or at off-site extended school activities. Behaviour can also be regulated when a pupil is wearing school uniform in a public place.

What is your reaction to these new regulations? Does

the school currently do anything about bad behaviour/bullying that takes place outside school?

Yes  No

If so, what strategies do you currently have in place?

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**Any other information? Please use this space to expand on any of the above answers.**

***Office record***

**Did the school provide a copy of its bullying incident record?**

**Yes  No**

**Did the school provide a copy of its Anti-Bullying Policy?**

**Yes  No**

**Name of School**

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**Name and job title of interviewee**

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**Name of Member(s) Visiting the School**

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**Name of Officer Visiting the School (if applicable)**

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**Date of Visit**

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**Extract from the Worcestershire Young People's Health Related Behaviour Survey 2007**

Q: Do you ever feel afraid of going to school because of bullying?

	Year 8		Year 10		All
	Male	Female	Male	Female	
Never	81%	71%	88%	76%	78%
Sometimes	15%	24%	9%	21%	18%
Often	1%	2%	1%	2%	2%
Very often	2%	3%	1%	1%	2%
Valid responses	631	609	407	448	2095

Q: Have you been bullied at or near school in the last 12 months?

	Year 8		Year 10		All
	Male	Female	Male	Female	
No	66%	64%	79%	68%	68%
Don't know	11%	10%	7%	9%	10%
Yes	24%	26%	14%	23%	22%
Valid responses	632	604	409	446	2091

Q: Have you bullied someone else at school in the last 12 months?

	Year 8		Year 10		All
	Male	Female	Male	Female	
No	73%	80%	71%	80%	76%
Don't know	16%	12%	18%	14%	15%
Yes	11%	8%	11%	6%	9%
Valid responses	628	609	409	447	2093

Q: Do you think your school deals well with bullying when it happens?

	Year 8		Year 10		All
	Male	Female	Male	Female	
No	36%	30%	46%	43%	38%
Don't know	29%	37%	35%	38%	34%
Yes	35%	34%	19%	19%	28%
Valid responses	628	601	407	447	2083

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