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Introduction

The Wandsworth Anti-bullying Strategy was launched in 2008, consisting of five strands:

1) Children and young people’s participation
2) Using data effectively
3) Prevention
4) Intervention
5) Working in partnership

It set out a number of key activities in order to:

- Reduce the incidence of bullying, harassment and violence and increase confidence in addressing and reporting.
- Promote positive, trusting relationships and safe environments.
- Support all agencies to meet their statutory responsibilities to safeguard and promote the welfare of all young people.
- Provide information and guidance so that children and young people know what to do, where to get help and how to support others who are being bullied.
- Involve young people in the development and implementation of the strategy.

This new Anti-bullying Strategy sets out what has been achieved since the original strategy and what more we will do.
Multi-agency working

The local authority anti-bullying strategic lead is a member of a number of strategic and operational groups:

- WISE (Wandsworth Safeguarding Equalities) forum
- Strategic child sexual exploitation and missing children group
- Strategic SEMAP and missing children group
- Hate Crime Forum
- Wandsworth Improving Behaviour & Attendance Partnership
- Wandsworth LGBT (lesbian, gay, bisexual, transgender) Forum
Definition of bullying

Wandsworth is a core member of the Anti-bullying Alliance (ABA) and we have adopted the ABA’s definition of bullying:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”
Strand 1: Children and young people’s participation

Children and young people are far more likely to accept and respect the school’s behaviour and anti-bullying policy if they are involved in developing and writing it.

Actively involving and putting children and young people at the centre of the design, delivery and evaluation of the school’s anti-bullying initiatives is far more likely to make them successful.

Anti-bullying Works

What we did:

- Held an event for pupils from primary, secondary and special schools focusing on safer transport and cyber-bullying
- Consulted School Councils about peer support schemes
- Promoted peer-led interventions, including peer mediation through Healthy Minds
- Consulted LGBT (lesbian, gay, bisexual, transgender) young people at The Gap youth club about homophobic and transphobic bullying
- Delivered workshops in schools for pupils to support children & young people’s involvement in policy development, using the Cool Cats resource to improve school attendance
- Held an event for school pupils on racist bullying, in partnership with the Anti-bullying Alliance and Show Racism the Red Card

What we will do next:

- Work with the borough’s youth participation forums
- Set up an Anti-bullying Forum for children and young people
- Survey children and young people about their experiences of bullying locally
Strand 2: Effective use of data

It is important that incidents of bullying are recorded so that types, rates and patterns of bullying and the effectiveness of the school’s actions to prevent and tackle all forms of bullying and harassment can be identified. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Ofsted (Office for Standards in Education)

What we did:

- Piloted the Sentinel system in a number of schools
- Offered training to schools on the SIMS (School Information Management System) behaviour management module and produced a SIMS-compliant behaviour incident form
- Promoted Sleuth and worked with the Metropolitan Police on the use of SHARP (School Help Advice Reporting Page)
- Worked closely with the REU (Research & Evaluation Unit) to monitor reported incidents of bullying locally

What we will do next:

- Use the results of the pupil survey (see Strand 1) to target resources effectively and respond to emerging issues
- Act on what children and young people tell us through consultation in schools, settings and through youth participation forums
Strand 3: Prevention

The best schools are rarely those that say ‘we have no bullying here’; rather they are schools that take positive steps to prevent bullying, and quick and effective action when it happens.

They recognise that bullying outside of school – whether in the community or through cyberspace – impacts on children during the school day and take active steps to work with children to prevent bullying anywhere and at anytime.

Anti-bullying Alliance

What we did:

- Developed a training ‘menu of services’ to support schools and settings with improving anti-bullying policy and practice
- Set up a virtual anti-bullying leads network – schools and multi-agency - to disseminate information about research, training and new initiatives cross-service
- Worked alongside BEIT (Borough Early Intervention Team), Terrence Higgins Trust and Metropolitan Police to produce the Everyone Matters DVD and workshop resource on preventing and tackling homophobic bullying
- Supported primary schools with developing projects to raise awareness of bullying affecting children with SEND (special educational needs and/or disabilities)
- Promoted the Kidscape programme PACS (Positive Assertive, Confidence Skills)
- Provided training in peer support programmes, such as the CHIPS (Childline in Partnership with Schools) peer mentoring scheme
- Provided accredited training in SEAL (Social and Emotional Aspects of Learning)
- Promoted the Rights Respecting Schools Award and United Nation’s Convention on the Rights of the Child
What we will do next:

- Raise the on-line presence of anti-bullying by improving the existing web-pages on the WSCB website or by setting up a specific website

- Further develop the training menu of services and offer this via TPD Online
Strand 4: Intervention

A toolkit of strategies is needed to provide a range of interventions as all students and bullying incidents are individual - what works for one will not necessarily work for all.

Having a consistent approach to bullying includes using a whole-school approach, which needs to be expressed in the anti-bullying policy and all staff need to be trained.

DfE (Department for Education)

What we did:

- Piloted a Restorative Justice in Schools project in secondary schools in conjunction with the YOT (Youth Offending Team)
- Mediated between pupils, parents and schools in cases where bullying has affected school attendance through the Education Welfare Service and Wandsworth Improving Behaviour & Attendance Partnership
- Piloted child-centred mediation training in secondary schools through the Wandsworth Mediation Service

What we will do next:

- Raise the on-line presence of anti-bullying by improving the existing web-pages on the WSCB website or by setting up a specific website
- Roll out the Restorative Justice in Schools project in schools
Strand 5: Working in partnership

The central purpose of the Children & Young People’s Partnership is to allow local organisations working with children and young people to come together to agree how they can best collaborate to improve outcomes for local residents.

Wandsworth Children & Young People’s Plan 2011-2015

What we did:

- Set up a multi-agency Anti-bullying Steering Group with representatives from statutory services and voluntary organisations
- Held events to mark Anti-bullying Week and worked with a range of agencies to support these, including the Anti-bullying Alliance, Childnet and Victim Support
- Held events to mark LGBT History Month and IDAHO (International Day Against Homophobia) and worked with relevant organisations to challenge homophobic bullying, including Terrence Higgins Trust, EACH (Educational Action Challenging Homophobia), Albert Kennedy Trust and Schools Out
- Joined the Anti-bullying Alliance and Stonewall’s Education Champions
- Held meetings in schools and settings for parents and carers on bullying and cyber-bullying to raise awareness and support parental involvement in policy development

What we will do next:

- Set up an Anti-bullying Forum focused on prejudiced-based forms of bullying
- Raise awareness of workplace bullying
- Make links with Adult Services in regards ‘See the adult, see the child’
• Maintain support for schools in relation to Ofsted inspection criteria in personal development, behaviour and welfare

• Encourage schools to join accredited schemes, such as BIG (Bullying Intervention Group) Award and ABQM (Anti-bullying Quality Mark)
Appendix 1: Types of bullying

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Personal aspects</th>
<th>Social aspects</th>
<th>Criminal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm of exclude</td>
<td>● name-calling</td>
<td>● alienating a person from their friends and social groups</td>
<td>● coercing people or daring them to do illegal acts</td>
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<td></td>
<td>● belittling comments, jokes or verbal attacks based on appearance, disability, home situation, race, culture, income, class, sexuality, faith, religion, family</td>
<td>● damaging a reputation</td>
<td>● inciting others to do dangerous things</td>
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<td></td>
<td>● nasty teasing</td>
<td>● excluding and not including in small or larger group activities</td>
<td>● inciting hatred towards an individual or group: faith, disablist, homophobic, transphobic, religious, racist or sexist</td>
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<td></td>
<td>● hurting a person’s feelings</td>
<td>● spreading rumours</td>
<td>● sexual harassment</td>
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<td></td>
<td>● sexual harassment</td>
<td>● using sexually abusive or suggestive language to exclude a person or group</td>
<td>● threats about damaging a person, their family, friends or property, including inflicting physical harm</td>
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<td></td>
<td>● making personal threats</td>
<td>● ostracising</td>
<td>● intimidating telephone calls</td>
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<td></td>
<td></td>
<td>● malicious gossiping</td>
<td>● Taunting: faith, racist, homophobic, sexist, disablist, religious</td>
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<tr>
<td>Non-verbal bullying that is deliberately intended to hurt, intimidate, harm, exclude or frighten</td>
<td>● intimidation through gesture</td>
<td>● setting someone up to take the blame publicly</td>
<td>● theft</td>
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<td></td>
<td>● hiding, stealing or damaging a person’s books or belongings</td>
<td>● shunning someone – not speaking with or interacting with them</td>
<td>● stalking</td>
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<td>● dirty looks</td>
<td>● ‘Kissing Teeth’</td>
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<td>● sending written threats</td>
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</table>


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</thead>
<tbody>
<tr>
<td>Physical bullying includes:</td>
<td>● beating</td>
<td>Social aspects of physical bullying include embarrassment and public humiliation</td>
<td>● extortion with threats</td>
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<td>● A direct physical attack on a person</td>
<td>● biting</td>
<td>Group bullying – when a child or young person is out numbered or picked on in some of the following ways:</td>
<td>● sexual abuse, sexual violence</td>
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<td>● An indirect attack on property or belongings</td>
<td>● choking</td>
<td>● blocking the way</td>
<td>● threatening with a weapon</td>
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<td>● kicking</td>
<td>● demanding money</td>
<td>● using a weapon to inflict harm (assault)</td>
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<td></td>
<td>● punching</td>
<td>● being forced to participate in embarrassing initiation rites</td>
<td>● physical assault</td>
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<td></td>
<td>● shaking</td>
<td>● being forced to do unwanted things in front of others</td>
<td>● stealing</td>
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<td></td>
<td>● slapping</td>
<td>● having belongings destroyed, stolen and/or ridiculed</td>
<td>● “happy slapping”</td>
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<td>● tripping</td>
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<td>● criminal damage</td>
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<td>● spitting</td>
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<td>● hitting</td>
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<td>● poking</td>
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<td>● throwing</td>
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<td>● shoving</td>
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<td>● urinating</td>
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<td>● grooping or unwanted touching</td>
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<td></td>
<td>● ignoring</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Technological Bullying</td>
<td>● Sending threatening or intimidating comments via:</td>
<td>● taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others</td>
<td>● using any of these technological methods to threaten, intimidate or harass an individual or group</td>
</tr>
<tr>
<td>The majority of verbal and non-verbal behaviours can be carried out using new forms of technology – therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously.</td>
<td>● email</td>
<td>● setting up or contributing to online forums or websites, where users post malicious comments about a person or group</td>
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Appendix 2: Bullying and the law

No matter how bad bullying can seem, many incidents of bullying are not actually crimes and therefore might not be a matter for the police.

But some types of bullying are illegal and should be reported to the police. This includes bullying that involves:

- Violence
- Theft
- Harassment and intimidation over a period of time - calling someone names or threatening them, making abusive phone calls, sending abusive emails or text messages
- Hate crimes

A hate crime is an incident that is perceived by the victim or any other person to be:

- Racist
- Homophobic
- Transphobic - discrimination against transsexual or transgender people

Or due to a person’s:

- Religion
- Beliefs
- Gender identity
- Disability

Metropolitan Police Service
Appendix 3: Useful websites

General

Advisory Centre for Education
www.ace-ed.org.uk

Anti-bullying Alliance
www.anti-bullyingalliance.org.uk

Anti-bullying Network
www.antibullying.net

Barnardo’s
www.barnardos.org.uk

Beat bullying
www.beatbullying.org

Bullying UK
www.bullying.co.uk

Direct.gov
www.direct.gov.uk

Kidscape
www.kidscape.org.uk

National Society for the Prevention of Cruelty to Children
www.nspcc.org.uk

Rights Respecting School Award
www.unicef.org.uk

Safe
www.safe.met.police.uk

TalkSafe 2
www.talksafe.org.uk

Wandsworth Safeguarding Children Board
www.wandsworth.gov.uk/wscb
Cyber-bullying

CEOP (Child Exploitation On-line Protection)
www.ceop.police.uk

Childnet
www.childnet-int.org

Digizen
www.digizen.org

Disabilist bullying

Mencap
www.mencap.org.uk

Contact a Family
www.cafamily.org

Homophobic bullying

Albert Kennedy Trust
www.kt.org.uk

EACH (Educational Action Challenging Homophobia)
www.eachaction.org.uk

Rainbow Project
www.rainbow-project.org

Schools Out
www.schools-out.org.uk

Stonewall
www.stonewall.org.uk

Racist bullying

Show Racism the Red Card
www.srtrc.org
Sexist, sexual and transphobic bullying

End Violence Against Women
www.endviolenceagainstwomen.org.uk

Mermaids
www.mermaidsuk.org.uk

GIRES (Gender Identity Research & Education Society
www.gires.org.uk

Rosey Project
www.roseyproject.co.uk

Transkids
www.transkids.synthasite.com

Workplace bullying

ACAS (Advisory, Conciliation and Arbitration Service)
www.acas.org.uk

ATL (Association of Teachers & Lecturers)
www.atl.org.uk

Dignity at Work
www.dignityatwork.org

GMB
www.gmb.org.uk

Gov.UK
www.gov.uk

NASUWT
www.nasuwt.org.uk

National Union of Teachers
www.teachers.org.uk

TUC (Trade Union Centre)
www.tuc.org.uk

Unison
www.unison.org.uk