Wandsworth Safeguarding
Children Board

Anti-bullying
Strategy
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Vision statement

We want every child, young person and adult in the London borough of Wandsworth to be treated with dignity and respect. We believe that our homes, communities, schools, youth facilities, neighbourhoods, workplaces, streets and recreational spaces should be free from fear and intimidation so that everyone can develop, learn and flourish, make a positive contribution and achieve their potential.

Our aim is to work in partnership with schools and other settings to prevent and respond to incidents of bullying.
Introduction

Why have a strategy?

There are a range of support agencies who work with children, young people and their parents/carers. It is important that in consultation with children and young people and their parents/carers we agree a coherent and consistent strategy for both preventing and responding to incidents of bullying.

Wandsworth is a large and diverse Inner London Borough. 19% of the population are children and young people under 19 years of age. There are large socio-economic variations across Wandsworth. We need a strategy that reflects the diversity and needs of the borough’s children and young people.

By working in partnership across agencies, with children, young people and their parents/carers we will work to reduce bullying and its effects in Wandsworth.

In order to develop this strategy a multi-agency steering group has been formed. This steering group is a sub group of the Wandsworth Safeguarding Children Board.

Aims for strategy

- Reduce the incidence of bullying, harassment and violence and increase confidence in addressing and reporting.
- Promote positive, trusting relationships and safe environments.
- To support all agencies to meet their statutory responsibilities to safeguard and promote the welfare of all children and 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.
Definitions of bullying

Bullying is any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude.

It is not bullying when:

Children and young people of a similar age and size find themselves in conflict, disagreeing, having an argument or even fighting, without imbalance of power or use of intimidation.

The experience of conflict or disagreement is upsetting for those involved but it is not bullying. However, unresolved disagreements and the failure to manage anger and resentment can sometimes escalate when one person retaliates by constantly picking on the other. A pattern of bullying can emerge if conflict is not dealt with at an early stage.

Context of bullying

Bullying occurs in a variety of contexts including schools, transport, youth clubs, neighbourhoods, workplaces, streets, recreational spaces, via the Internet and mobile phones.

A particular concern in Wandsworth at present is ‘gang’ related incidents.

Bullying and domestic violence

Children and young people are affected by their home circumstances and there may be connections between children and young people who bully and domestic violence. The experience of domestic violence can increase the risk of being a bully and a victim.
## Types of bullying behaviours

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Personal aspects</th>
<th>Social aspects</th>
<th>Criminal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal bullying</strong></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>
</tr>
<tr>
<td><strong>Non-verbal bullying</strong></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></td>
<td>• dirty looks</td>
<td>• ‘Kissing Teeth’</td>
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<td></td>
<td>• sending written threats</td>
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</tbody>
</table>
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<tr>
<th>Behaviour</th>
<th>Personal aspects</th>
<th>Social aspects</th>
<th>Criminal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical bullying includes:</td>
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<tr>
<td>A direct physical attack on a person</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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<tr>
<td>An indirect attack on property or belongings</td>
<td>biting</td>
<td></td>
<td>sexual abuse, sexual violence</td>
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<td></td>
<td>choking</td>
<td></td>
<td>threatening with a weapon</td>
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<td></td>
<td>kicking</td>
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<td>using a weapon to inflict harm (assault)</td>
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<td></td>
<td>punching</td>
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<td>physical assault</td>
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<td></td>
<td>shaking</td>
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<td>stealing</td>
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<td></td>
<td>slapping</td>
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<td>“happy slapping”</td>
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<td></td>
<td>tripping</td>
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<td>criminal damage</td>
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<td>spitting</td>
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<td></td>
<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></td>
<td>urinating</td>
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<td></td>
<td>groping or unwanted touching</td>
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<td></td>
<td>ignoring</td>
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<td>Technological Bullying</td>
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<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>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>
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<td></td>
<td>email</td>
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<td>using any of these technological methods to threaten, intimidate or harass an individual or group</td>
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<td>text messages</td>
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<td>internet forums</td>
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<td>making malicious or prank phone calls</td>
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<td></td>
<td>instant messaging</td>
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<td>internet chat rooms</td>
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<td>personal websites</td>
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<td>creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group</td>
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STRAND 1
Children and young people’s participation

Implementation

Children and young people are central to the effectiveness of the strategy.

At the 2007 Pupil Voice Conference, bullying was highlighted as a specific issue and concern for young people. Some young people indicated strategies they had used to tackle this issue, such as catching early buses to avoid bullies. Many young people indicated they had not tackled issues because they were afraid or felt unable to make a difference.

Key Activities

- Ensure children and young people’s views are sought and that there are clear opportunities for them to express their views/problems/concerns.
- Promote peer led preventative and early intervention strategies, including peer mentoring and ‘solutions to bullying’.
- Use views gathered from children and young people to develop and implement the strategy.
STRAND 2
Using data effectively

Implementation
Collection and analysing of data is vital to ensure that we can monitor all types of bullying, including new and emerging forms of bullying and target support and intervention effectively.

Effective use of data will enable us to respond to the specific needs of children and young people in the context of Wandsworth.

Key Activities
- Trial use of Sentinel Anti-Bullying programme to collect data initially from pilot schools.
- Use data to inform practice and target support, which will be reflected in the action plans (ensuring confidentiality and anonymised data for use in any reporting).
- Encourage stakeholders to regularly monitor and evaluate their anti-bullying policies in light of data collected.
STRAND 3
Prevention

Implementation

The Anti-Bullying Strategy recognises the wealth of experience and innovative work that already exists across the borough to prevent bullying and to implement strategies that promote positive relationships between pupils and adults, which can help to reduce the likelihood of bullying occurring.

The Anti-Bullying Strategy will continue to provide opportunities for partners to build on this work and develop a coherent understanding of the work already in place and how this can develop.

Examples of work already undertaken across agencies include:

- peer support
- Circle of Friends
- playground buddies and friendship stops
- organised play
- school councils
- suggestion boxes for anonymous reporting
- support at transition
- nurture groups for vulnerable children and young people
- small group work for specific skills including: assertiveness, anger management, resilience skills, and calming and conflict resolution
- the use of role play; encouraging co-operative play; use of circle time and the use of puppets to talk/act out feelings for very young children
Key Activities

- Develop a set of resources available via web links to support prevention programmes across all agencies/parents/carers/children/young people/professionals and families.
- Develop and deliver an annual cross service anti-bullying training programme that is open and accessible to all key partners.
- Map all the work across services undertaken to prevent or reduce bullying and ensure that all early years settings, schools and youth services are aware of initiatives, support and resources available based upon the needs of children and young people.
- Ensure that all local authority nursery, primary, secondary and special schools receive training and support for the implementation of the Social and Emotional Aspects of Learning (SEAL) curriculum.
STRAND 4
Intervention

Implementation

Examples of work already undertaken across agencies include:

- clear guidance and procedures given to pupils, staff and parents and carers about what to do if bullying occurs
- Circle of Friends
- restorative justice
- support groups and specific referrals
- involve all relevant partners at an early stage

Key Activities

- Develop a mediation service based within the Children's Services Department for young people across the borough.
- Offer training to key staff across agencies in early intervention mediation.
- Monitor all requests for transfer and withdrawal from one school to another in relation to possible links to bullying and follow up accordingly.
- Develop web links to ensure all agencies have easy access to relevant resources.
STRAND 5
Working in partnership

Implementation
Ensuring all stakeholders adhere to the strategy is a key element of implementation. Partners will include schools, youth facilities, healthcare settings, residential settings, children’s centres, faith and voluntary services, transport, recreational, police, housing, victim support.

Key Activities
- Work with partners to target transport and transport links to reduce incidents of bullying for pupils on the way and from school.
- Involve Community and Voluntary Groups in the development and implementation of the strategy.
- Establish and maintain a Steering Group – to oversee evaluation and review of action plans.
Contact and useful websites

Contact information:
If you have any comments regarding this document please contact:

Wandsworth Safeguarding Children Board
www.wscb.org.uk
Telephone: 020 8871 8610
Email: wscb@wscb.org.uk

Useful websites:
Childnet - a range of resources for primary and secondary schools, for children and young people, for teachers and for parents. www.childnet-int.org

Stop Text bully - a website dedicated to mobile phone bullying, contains advice for young people including how to contact your operator. www.stoptextbully.com

The Anti-bullying Network website provides information about bullying and how it can be tackled. www.antibullying.net

Bullying UK is the nation’s leading anti-bullying charity. www.bullying.co.uk

Bullying Online - information about online / cyber bullying and how to stop it. www.bullyingonline.org

Parentline Plus – because instructions aren’t included - Helpful information for parents on a variety of topics. www.parentlineplus.org.uk
ChildLine is the free helpline for children and young people in the UK. Children and young people can call us on 0800 1111 to talk about any problem – our counsellors are always here to help you sort it out. www.childline.org.uk

Kidscape is committed to keeping children safe from abuse. Kidscape is the first charity in the UK established specifically to prevent bullying and child sexual abuse. Kidscape believes that protecting children from harm is key. www.kidscape.org.uk

Parents Centre - helping you to help your child. Information and support for parents on how to help with your child's learning, including advice on choosing a school and finding childcare. www.parentcentre.gov.uk

Teachernet: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/

Link to WSCB website via: www.wandsworth.gov.uk/Home/Safeguarding/Children/Bullying.htm
If you have difficulty understanding this Anti-Bullying Strategy in English, please contact: Wandsworth Interpreting Service: (020) 8672 1043/3649.

Si vous avez des difficultés en anglais pour comprendre cette Stratégie Antiracisme, veuillez contacter: Wandsworth Interpreting Service: (020) 8672 1043/3649

Images: www.JohnBirdsall.co.uk and Third Avenue. Posed by models.
Printed on recycled paper
Designed and produced by the Corporate Communications Unit, Wandsworth Council
CS.163 (1.08)