

Liverpool Children and Young People's Services Anti-Bullying Strategy 2013-2016

"Challenging bullying is everyone's business"

Contents

Content	Page
Introduction	5
Services	6
Aim	7
Definition	7
Managing Information	8
Operational Development	9
Strand 1: Policy and Practice	10
Strand 2: Managing the Use of Data	11
Strand 3: Encouraging Best Practice	12
Strand 4: Communication and Making Partnerships Work	13
Strand 5: Children and Young People's Participation	14
Strand 6: Equality and Diversity	15
Resources	16
Conclusion	16
Key Stakeholders	17
Appendix A. Anti-Bullying Policy Example	18
Appendix B. Bullying – Charter for Action	22
Appendix C. Liverpool Bullying Audit 2012	23
Appendix D. Useful Contacts and Resources	37
Acknowledgements	39

Introduction

Following consultation with children, young people, parents and carers the Liverpool Children's Services Anti-Bullying Strategy has been refreshed in line with current guidance from the Department for Education.

Liverpool City Council is committed to providing safe environments for children and young people where they develop positive relationships and choose not to bully. Bullying was a priority in our Children and Young People's Plan 2009-2011 and will be in the forthcoming refresh. We have an Anti-Bullying Forum to develop and implement a citywide approach, joining together the collective efforts of partners, parents and young people. Targeted support is required to protect the most vulnerable; including looked after children, children with special educational needs and disabilities, and those who suffer racial and homophobic bullying.

We cannot underestimate the impact bullying has on the academic attainment and school attendance of those being bullied and their families, and those bullying. This is reflected in the theme for Anti-Bullying Week 2012 being announced as We're better without bullying – which aimed to shine a light on bullying and its effect on achievement. Together we can make it clear that we do not accept bullying in our schools, clubs and teams and create environments where all children can develop their skills and talents. Children and young people have more chance of achieving their full potential without bullying. We know that bullying can lead to children missing school, failing exams, dropping out of sport, staying away from extra curricular activities

and limiting their life choices. It is time that this stopped. It can also cause considerable distress, to the extent that it affects their health and development and can be the root cause of problems long into adulthood. In extreme cases, young people have chosen self harm and even suicide, believing that is the only way to escape their bullies.

Schools and youth settings have a duty to provide a safe environment for children and young people and ensure that adults who work with them are equipped with the skills and knowledge to address bullying effectively. This duty is enshrined within the Children Act 2004, Education Act 2002, Education and Inspections Act 2006, Equality Act 2010, the revised Ofsted inspection framework and other national guidance. This strategy supports national legislation as well as local policy including the Liverpool's Anti-Homophobic Bullying Strategy and Liverpool's Children and Young People's Plan.



Jane Corbett
Cabinet Member -
Education & Children's
Services



Colette O'Brien
Director of Children and
Young People's Services

Services

"On IDAHO May 17 2010 I had the pleasure of launching the City of Liverpool Children and Young Peoples Anti-Homophobic Bullying Strategy. But still more work needs to be done to send a message that bullying is wrong. Much bullying is a form of hate crime, where people are targeted because of their race, disability, religion/belief, physical appearance, sexual orientation or gender identity. It is wrecking the lives of many young people. They live in fear of victimisation and this fear can blight their academic performance; as well as leading to depression, mental health problems, substance abuse and self-harm. The bullying (abuse, threats and violence) that takes place in many school classrooms and playgrounds would be a serious criminal offence if it was happening outside the school environment, in an office or the street. Calling it bullying can sometimes understate the victimisation and its severity.

The root cause of most bullying is ignorance and prejudice. If unchallenged, bigoted, ill-informed attitudes fester; often being the gateway to bullying and other hate crimes. It is the duty of all local authorities, schools and youth groups to encourage an understanding and acceptance of diversity. We have a responsibility to protect young people against discrimination, harassment, threats and violence. Bullying: Just say no!"



Peter Tatchell
Director, Peter Tatchell Foundation

Aim

The aim of the strategy is to establish an effective overarching framework on which to work with partners to reduce significantly the number of bullying episodes amongst children and young people in Liverpool, as well as

children and young people from Liverpool living or attending schools outside Liverpool, working towards the elimination of bullying in schools or youth settings.

Definition

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, but the four main types are:

- Physical (e.g. hitting, kicking, theft using physical aggression)
- Verbal (e.g. racist or homophobic remarks, threats, name calling to the young person's face)
- Emotional/Indirect (e.g. isolating an individual from the activities and social acceptance of their peer group, spreading rumours)
- Cyber/Technological (e.g. using technology to hurt an individual, text messages, internet etc).

Managing Information

Establishing accurate baseline information on the prevalence of bullying will remain a strategic priority across Liverpool.

Bullying may take place within school or in the wider community, including whilst travelling across the city or at any social venue. Bullying is one aspect of anti-social behaviour which impacts on the person being bullied, the person who is bullying, extended families and the local community. Citywide information is routinely collected through an annual audit about bullying and safety.

This information base will require systematic collation and year on year analysis. Collecting this information will be of vital importance to:

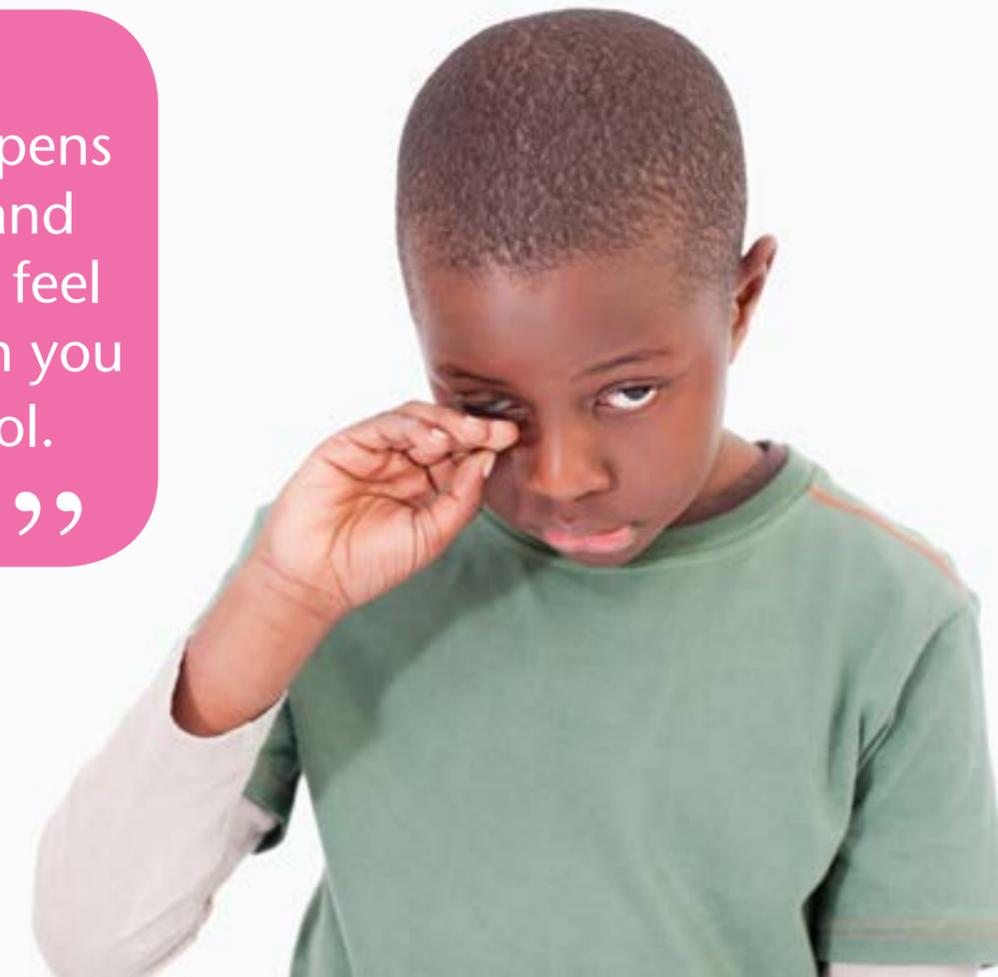
- provide annual audits and community profiles of bullying behaviour
- monitor the effectiveness of policies and procedure
- analyse the effectiveness and the success of the Anti-Bullying Strategy

Central to the gathering of accurate baseline information will be the development of a simple, clear and consistent framework for recording and reporting incidents of bullying both in schools and the local community. This will require the ongoing co-operation of all agencies and is fundamental to the success of the wider Respect and Safer Communities agenda, in addition to this strategy.

“Bullying happens all the time and it makes you feel sick and then you stay off school.”

”

Dylan, aged 9



Operational Development

The six key operational strands underpinning Liverpool's Anti-Bullying Strategy and the work of the Anti-Bullying Forum are:

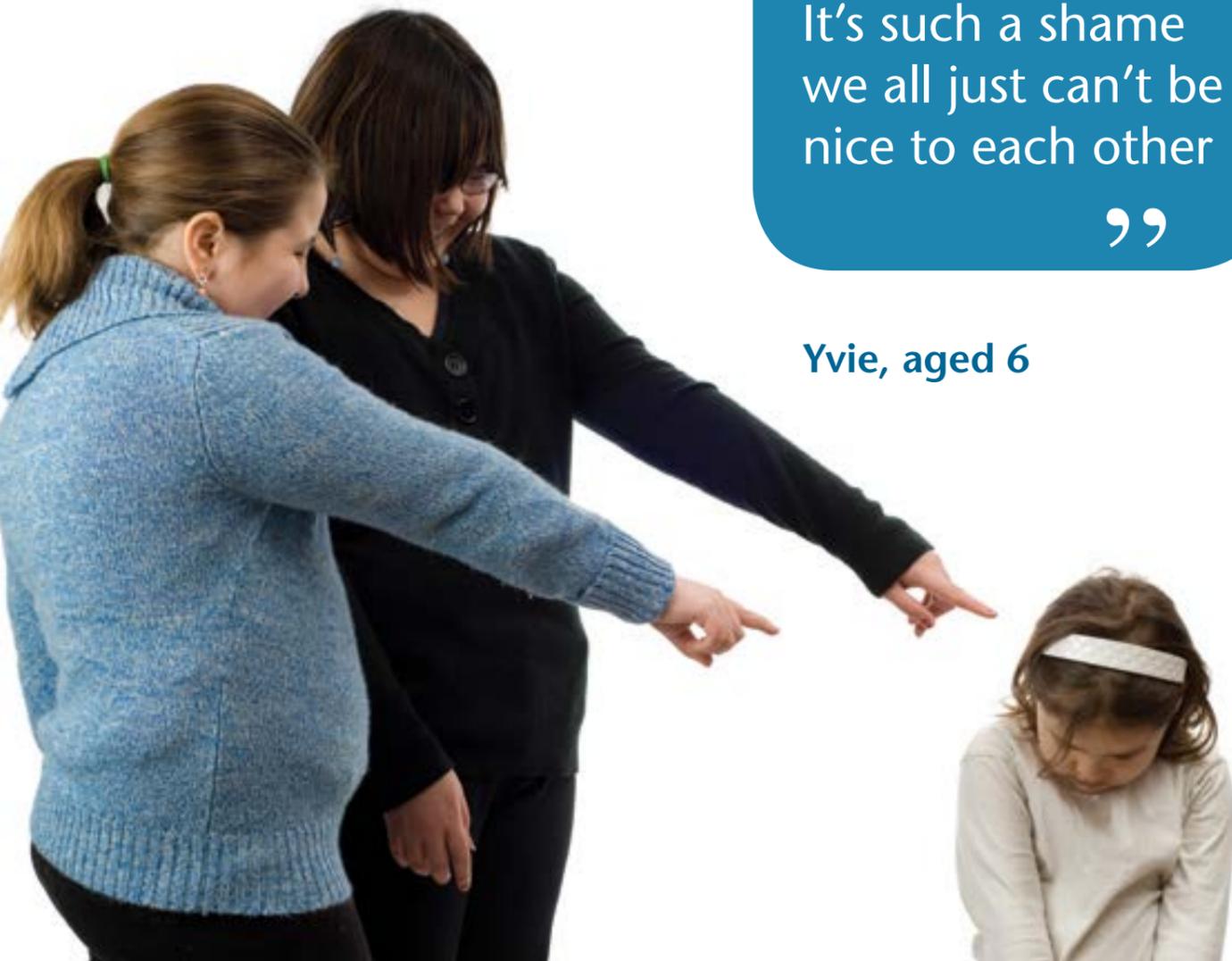
- Policy and Practice
- Managing the Use of Data
- Encouraging Best Practice
- Communication and Making Partnerships Work

- Children and Young People's Participation
- Equality and Diversity

Each operational strand is accompanied by a number of key activities that will provide benchmark indicators against which the success of the strategy will be measured.

“
It's such a shame
we all just can't be
nice to each other
”

Yvie, aged 6



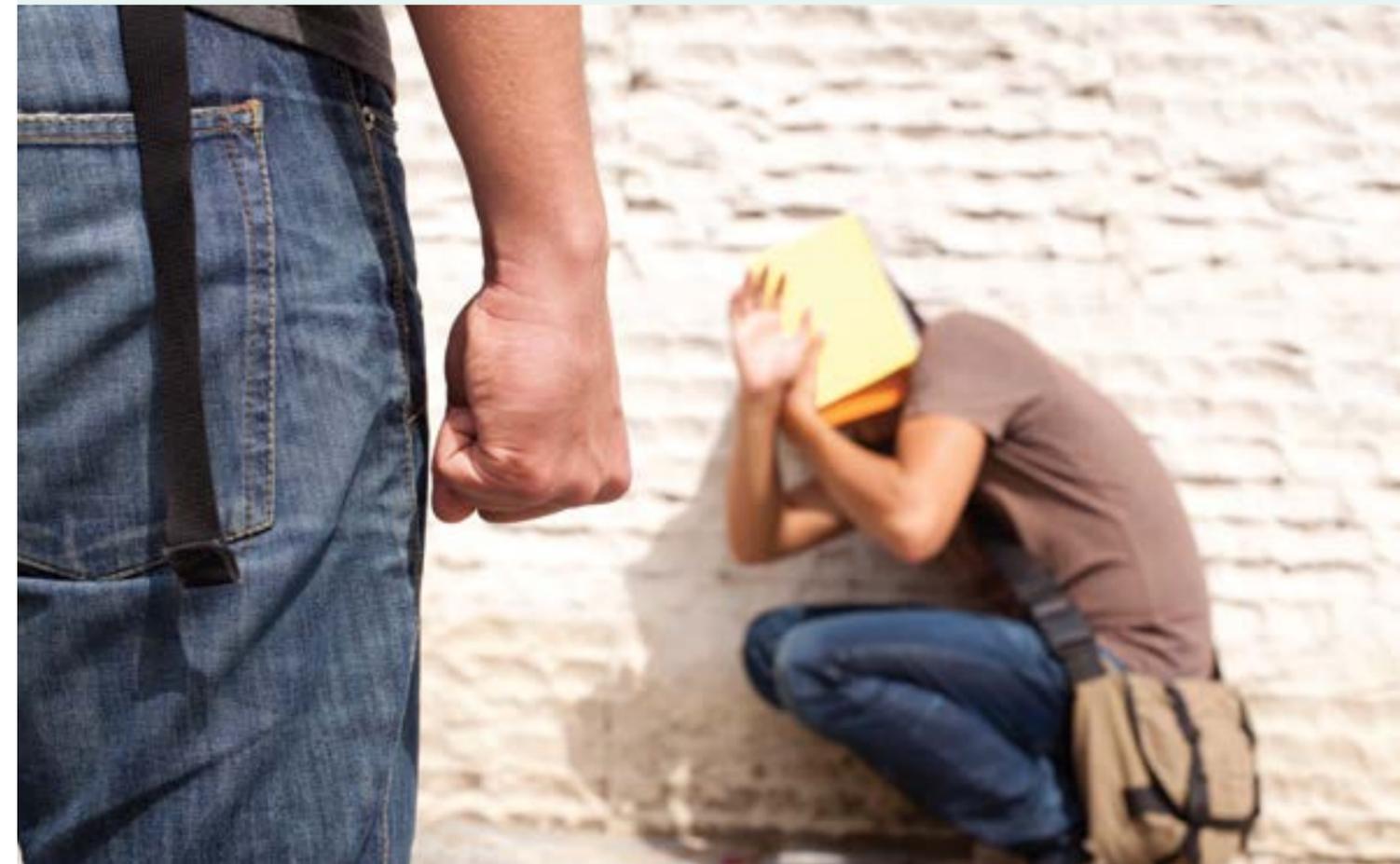
Strand 1: Policy and Practice

Implementation

Schools have a responsibility under the Education Act 2006 to support the emotional wellbeing of pupils and are required to have an Anti-Bullying Policy. In addition, childcare providers, out of school clubs (Ofsted Daycare Standard 11) and youth and play projects are required to have a statement on anti-bullying and up to date policies on behaviour. It is important that behaviour and anti-bullying policies are robust and applied consistently. All managers, staff, parents, children and young people and in the case of schools, Governors should be fully aware of the policy and procedures and routinely evaluate their impact.

Key Activities

- Schools and settings will be supported in developing an anti-bullying or a behaviour management policy with a statement on anti-bullying that is understood, owned and implemented by all managers, staff, parents, children and young people, and in the case of schools, governors
- All policy documents should include reference to resources to support the person who is bullying, the person being bullied and their families and those dealing with the incident
- The City Council will require evidence of the outcomes of anti-bullying policy and practice as part of its commissioning of services for children and young people.



Strand 2: Managing the Use of Data

Implementation

A priority of the Anti-Bullying Strategy is to have a clear and simple framework to report and record bullying incidents across the city. Organisations have a 'duty of care' under the Children Act 2004 and the Education and Inspections Act 2006 to respond effectively to incidents of bullying. A failure to do so may leave children and young people unsafe and at risk of further incidents. It is therefore essential that schools, childcare and youth settings (including schools outside Liverpool where children and young people from Liverpool attend) ensure that they record all instances of bullying, actions undertaken and outcomes. Records should be kept in a safe place and retained for future reference and scrutiny. This will ensure that organisations can comply with requests for information in relation to legal proceedings, which may take place at anytime, including when the young person is no longer engaging with the organisation.

From a citywide perspective, accurate baseline information will inform annual audits on the prevalence of bullying, provide detailed community profiles of bullying behaviour, and inform best practice. Key stakeholders will be invited to undertake regular evaluations of their anti-bullying policies and procedures, in order to measure their value, effectiveness and impact on the lives of children and young people.

Key Activities

- Key stakeholders will have in place a clear, simple and consistent framework to report and record incidents of bullying, providing robust data to inform future planning needs, priorities and practice; and to provide evidence of action taken and outcomes with respect to individual children and young people
- Key stakeholders will be supported to audit the impact of anti-bullying policies and procedures, to review bullying and safety issues by surveying the views of children and young people, parents and professionals and to analyse evaluation data. So that evidence based practice supports decisions and improvements
- Data collected centrally will be analysed to develop benchmark indicators to explore and measure the effectiveness of the Anti-Bullying Strategy.



Strand 3: Encouraging Best Practice

Implementation

The Anti-Bullying Strategy will provide opportunities for key partners to build upon existing capacity to combat bullying. This will be achieved by ensuring anti-bullying policies are integrated with existing policies and procedures.

Best practice will be identified through activities undertaken as part of:

- Young peoples consultation and participation
- Parents and carers consultation and participation
- Merseyside Anti-Bullying Steering Group
- PSHE/Citizenship curriculum
- Youth and Play Service curriculum
- SEAL curriculum
- Liverpool Inclusion Charter Mark
- Teachers and other adults acting as effective role models in their behaviour and attitude towards children, parents and colleagues
- Department for Education – Preventing and Tackling Bullying
- Participation in National Anti-Bullying Week

Evidence based practice and emerging practice will inform future planning and practice, by identifying what works well and recognising the need to invest in prevention rather than crisis intervention.



Key Activities

- Each stakeholder to identify and publicise a designated Anti-Bullying Co-ordinator to act as a point of contact for young people and their parents and carers. However all members of staff should be trained in recognising and responding to bullying behaviour and disclosures of bullying, see appendix A.
- Key stakeholders will regularly review their anti-bullying policies in partnership with young people, parents and carers
- Schools and youth settings will have at their disposal a range of anti-bullying initiatives that are orientated towards prevention and intervention, based upon the needs of children and young peoples, to tackle Homophobic bullying, Racism, Cyber bullying, appropriate for SEN and disabilities
- Key stakeholders should take part in Liverpool's Anti-Bullying Audit whenever possible, see appendix C.
- Key stakeholders should organise events and awareness throughout the year but also during National Anti-Bullying Week to share resources and best practice.

Strand 4: Communication and Making Partnerships Work

Implementation

Liverpool Anti-Bullying Forum has been established to develop and implement a citywide approach, joining together the collective efforts of partners and young people alike and ensure the Anti-Bullying Strategy is owned and implemented at Neighbourhood Teams level.

Key stakeholders, children and young people and their parents / carers, will be kept informed by regular and up-to-date information about the progress of the Anti-Bullying Strategy and other local, regional and national anti-bullying initiatives and events. This will be achieved by using a wide range of formats e.g. local media releases, reports, newspaper articles, newsletters and websites.

Key Activities

- Engaging with schools, private landlords, Merseyside Fire & Rescue, Merseyside Police and Neighbourhood Teams to work collaboratively to develop a range of anti-bullying initiatives, drawing on best practice directly to the Anti-Bullying Forum
- The groups will be committed to the Anti-Bullying Strategy and provide a forum to facilitate the dissemination of best practice across schools, each Neighbourhood Team and the City
- Each group will develop an action plan based upon local needs and priorities linked to the Operational Strands of the Anti-Bullying Strategy
- To identify appropriate training and development needs.



Strand 5: Children and Young People's Participation

Implementation

Consulting children and young people continues to be a high priority within Liverpool and this is reflected within the Anti-Bullying Strategy. Children and young people have played an instrumental role in shaping the Anti-Bullying Strategy. Liverpool Schools' Parliament and partners have formal mechanisms now in place which reflect Neighbourhood Teams.

Their primary aims will be to:

- Scrutinise the implementation and impact of the Anti-Bullying Strategy
- Scrutinise the work undertaken by the Anti-Bullying Forum and partners
- Assist in the development of anti-bullying resources in a range that has accessible formats which are specific to the needs of children and young people
- Act as ambassadors to promote the work of the Anti-Bullying Strategy
- Report back to their settings to inform others of anti-bullying work carried out across Liverpool.

Key Activities

- Continue to seek opportunities to promote the participation of children and young people in all aspects of the anti-bullying practices at local, regional and national level
- Develop and implement an effective scrutiny role for young people in relation to school and youth based provision
- Use a range of mechanisms to consult children and young people
- Encourage key partners to consult children and young people in all aspects of their anti-bullying work.



“ This group of girls had such a bad effect on me I crossed the road and ran away whenever I saw any groups of young people ”

Vicky, aged 14

Strand 6: Equality and Diversity

People from particular minority groups experience particular forms of bullying which can have devastating impacts.

Minority groups would include: people from BME Communities, Lesbian, Gay and Bisexual communities, Transgender, looked after children (LAC), disabled people and their families or people from faith communities.

Young Carers often experience name calling and nasty / abusive remarks about the person they care for. They may not perceive this as bullying as their understanding of bullying is that it is about them as individuals rather than someone else in their family. The impact however of these remarks/behaviour can have the same effect as direct bullying and they would be less likely to tell anyone.

Hate crimes happen because of hostility, prejudice or hatred because of the following aspects:

- race, ethnicity or nationality
- sexual orientation
- family circumstances
- gender identity
- disability
- religion or belief

People who are already coping with high levels of discrimination are particularly vulnerable to the effects of bullying.

It can be classified as a hate crime when bullying is because of a particular identity. Hate crime can cover a spectrum of behaviours ranging from name calling and abuse to physical violence and murder.

Bullying due to these reasons is still increasing (reported in Stop Hate UK 2012 and Stonewall

2012) so there is still much to be done.

Devastating impacts could include murder, suicide, depression and anxiety, increased dependence on substances and alcohol, self harming behaviours, low self esteem, poor attainment and truancy.

Since the Equality Act 2010 came into legislation, public sector services have an Equality Duty, whereby services need to know they are being pro-active in tackling bullying and hate crime.

Likewise Liverpool City Council also takes this position and sends a clear message that bullying is wrong and may be classed as a hate crime.

There are various resources on offer to help existing practitioners, teachers and youth workers to support children and young people who find themselves the victims or survivors of bullying, harassment and hate crime, such as those listed below.

- It's not OK series
- Anti-Homophobic Bullying Strategy

People from these groups are more likely to be discriminated against in education, workforce, housing and access to public services. This social exclusion leads to low self-esteem and reduces people's potential to contribute to society.

The Anti-Homophobic Bullying Strategy is available from the hyperlink below.

<http://liverpool.gov.uk/council/strategies-plans-and-policies/children-and-families/Anti-Homophobic-Bullying-Strategy/>

Resources

Developing the capacity and establishing resources to deliver and drive forward the Anti-Bullying Strategy will also be a key priority over the coming years, and will need to be reviewed to take account of the programme of work outlined. Anti-bullying should be a top priority for all staff working with children

and young people. It is envisaged that existing staff will implement many of the actions within the strategy as part of their existing role. Where there are specific or additional resource requirements, all partners and schools will be expected to contribute.

Conclusion

This Anti-Bullying Strategy provides organisations with a framework for ensuring children and young people can achieve their full potential and be free from bullying. It has provided strategic aims that should be incorporated across all children and young people's settings within Liverpool, ensuring that children and young people enjoy an environment that is not only free from bullying but also includes positive examples to enable them to celebrate their identity and feel empowered and enabled to make safe, informed and healthy choices in their lives.

By developing an action plan to implement the key activities of this strategy, children and young people and their workforce will be able to break the cycle of bullying. Through this we

can develop a strong evidence base to show where bullying occurs and enable effective targeting of resources to support children and young people.

We will know we are being successful when children and young people in Liverpool and children and young people from Liverpool living and attending school outside Liverpool:

- feel safe in their settings
- feel their environments enable them to develop their skills and talents
- are able to achieve their full potential free from bullying
- report less incidents of bullying in the annual bullying audit

Key Stakeholders

The following Stakeholders have signed up and committed to the stated Aim of Liverpool Anti-Bullying Strategy.

The Mayor Cllr Joe Anderson
Chair of Liverpool Health and Wellbeing Board

Cllr Stephanie Navarro
Mayoral Lead for Young People

Colette O'Brien
Director of Children and Young People's Services

Cllr Jane Corbett
Cabinet Member for Education and Children's Services

Margaret Rannard
Chair Liverpool Association of Secondary Head Teachers

Ruth Town
Chair Liverpool Primary Heads Association

Rohit Naik
Chair Association of Liverpool Special School Heads

Jane Kennedy
Merseyside Police and Crime Commissioner

Ciara Brodie
Chair of Schools' Parliament

Rebecca Brunskill
Member of Youth Parliament for Liverpool

Cllr Roz Gladden
Vice Chair of Liverpool Health and Well Being Board

Audrey Williamson
Chair of Liverpool Safeguarding Children and Adults Board

Graham Wright
Liverpool Charity and Voluntary Services

Appendix A

Anti-Bullying Policy Example

Please note this is just an example and you may amend to suit your or your agencies own specific needs

Good anti-bullying practice starts with a simple but clear anti-bullying policy.

The policy should come with two extra appendices including, a child friendly anti-bullying procedure and clear guidance for parents/carers to report bullying with confidence

A whole school approach to bullying

Rationale

This should include the organisations' stance in relation to bullying behaviour

Example

This school/organisation is completely opposed to all forms of bullying and will not tolerate it under any circumstances. All members of the school/organisation community, have the right to learn, work and play in a secure and caring environment free from harm. They also have a responsibility to contribute, in whatever way they can, to prevent and report bullying behaviour.

Mission Statement

This should include a statement that the school/organisation actively promotes positive interpersonal relationships between all members

of the school/organisations community. It is really important that this, the policy has been developed through consultation which involved all members of the school/organisation community – children / young people, parents/carers and all school staff. An annual audit could be conducted so the school is aware of current trends of bullying and to show the policy is effective.

Definition of bullying

Outline the method used to agree the definition e.g. consultation with teachers, youth workers, parents, carers, children and young people

Example

Bullying is a harmful act or gesture towards an individual or group, usually repeated over a period of time that can lead to serious harm and stress to the individual and their families.

Forms of bullying

Verbal – name calling, tormenting, threats, Racism, Homophobia, of a sexual nature, regarding a person's disability.

Physical – Hitting, kicking, spitting, pulling, pushing, biting

Indirect – Spreading rumours, glaring and staring, isolating, writing graffiti notes, refusing to talk to a person.

Technological – bullying through social networking, text messages, photo changing software, emails, prank telephone calls (this can also be called cyber bullying)



Links with other school/organisation policies

E.Safety, Behaviour, Safeguarding, Equality, Pastoral care

Consultation and participation process

Outline the methods of gathering data and the importance of the participation and the ongoing consultation process and how this process will be managed

Example

- Participating in National Anti-Bullying week
- Awareness raising programmes – through SEAL, PHSCE and outside agencies (theatre companies, Bullybusters etc)
- Questionnaires distributed to children/young people (ensuring they are age appropriate and according to ability of pupil), parents/carers and school/organisation staff.
- Monitoring evaluation and review (ensuring consequences for bullies are effective and consistent)
- Obtaining the views of school council
- Sharing best practise through school networks

Responsibilities of all stakeholders

Example

The responsibilities of staff

Our staff will:

- Be alert to signs of distress and other possible indications of bullying

- Discuss bullying openly with all classes, including the effects of bullying
- Listen and take time to talk to children/young people who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying (to a named senior member of staff responsible for safeguarding or pastoral care)
- Display anti-bullying messages throughout the school
- Seek support from outside agencies if required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences for bullies
- Be sensitive when dealing with bullying issues e.g. Don't tell the bully the victim has told them, wherever possible catch the bully in the act
- Communicate effectively with all involved in working with the young person/child including parents, even if you have little to report
- Boost children's/young people self esteem by praise, compliments and encouragement
- Safeguard all pupils who report bullying
- Use systems in place e.g. School buddy's, Peer mentors, Restorative approaches
- Keep school yards highly supervised with staff strategically placed

The responsibilities of our pupils

This should also be copied into a child friendly anti-bullying procedure so every child in the school is given the same message. We recommend this procedure should be shared at least termly and shared with outside agencies so they can promote on behalf of the school.

We expect our pupils to:

- Not suffer in silence, think of five people you can turn to at home or at school if you feel you are being bullied (five finger friends)
- Keep a diary using the 4 W's Who, What, Where and When
- Be a good friend to all who need one
- Walk away from dangerous situations or places
- Never join in with bullying behaviour
- Not watch bullying behaviour you must walk away and report it
- Tell the truth if asked by a teacher

The responsibility of parents/carers

This should also be copied into a parents anti-bullying procedure with helpful tips to boost a child's self esteem outside of school, encourage partnerships between home and school

We expect our parents and carers to:

- Inform the school of any suspected bullying even if it is not their child
- Co-operate with the school and work together to prevent any long term damage from bullying
- Advise children not to retaliate through violence towards any situation

- Encourage their child to report bullying to a member of staff using the 4Ws Who, What, Where and When
- Be sympathetic and supportive towards their child and reassure them but do not shout at them
- If your child has been accused of bullying others, work in cooperation with the school and listen to evidence.
- Keep a written record of any reported instance of bullying

Preventative measures

Outline the measures which are used to promote positive behaviour

Example

- Pastoral support
- Awareness raising
- Parents/staff information and support
- Classroom management

Procedures for dealing with incidents of bullying behaviour

Include steps taken to support and respond to the needs of both bullied and perpetrator

- Steps taken to support the person being bullied and their family
- Steps taken to support the needs of the bully and their family
- Accurate record keeping (bullying file, pupils record)
- Action which may be taken
 - > Contacting parents/carers of ALL pupils involved in the bullying incidents
 - > Investigation – involve the police if necessary

- > Feedback to all concerned
- > Sanctions (possible exclusion, missing break time, missing golden time, exclusion from outings)
- > Involving relevant professionals
- > Continuous ongoing support for bullied person

Bullying outside of school premises

Section 89(5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This legislation does not apply to independent schools.

By making good connections throughout the schools community with local residents,

transport providers, Community Police officers, local businesses, park rangers etc, Head Teachers can gather evidence of bullying incidents outside of school.

Continuous Professional Development

Include a statement as to how the school/ organisation will offer staff training in the area of anti-bullying

Monitoring and reviewing

Include details of how the policy will be monitored and reviewed and how data will impact on the policy in the future

Signature/Date

Include the signatures of the Chair of the Board of Governors and the Head Teacher

Appendix B

Bullying – Charter for Action 2012

Name of school

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

- Discusses, monitors and reviews our anti-bullying policy on a regular basis.
- Supports staff to identify and tackle bullying appropriately.

- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- Reports back quickly to parents/carers regarding their concerns on bullying.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LEA and relevant statutory/ voluntary organisations when appropriate.



Appendix C

Liverpool City Council
BULLYING AUDIT 2012
 Results from research carried out on behalf of Liverpool Anti-Bullying Forum February 2013
 Version 1.0 21st February 2013

Table Of Contents

- 1.0 Background
- 1.1 Methodology
- 1.2 Response
- 1.3 Confidence interval
- 1.5 Note on interpretation
- 2.0 Indicators
- 3.0 Summary of findings
- 4.0 Being bullied
 - 4.1 Who's being bullied?
 - 4.2 Who's bullying?
 - 4.3 Bullying frequency
 - 4.4 Type of bullying
 - 4.5 Reasons for being bullied
 - 4.6 When bullying happens
 - 4.7 Where bullying happens
 - 4.8 Effect of bullying
 - 4.9 Telling someone
 - 4.10 Did the person you told help?
 - 4.11 Did the bullying stop?
 - 4.12 Who would you go to?
 - 4.13 How does your school deal with bullying?
 - 4.14 Stopping the bullies
- 5.0 Bullying behaviour
 - 5.1 Reason(s) for bullying
- 6.0 Acknowledgements

1.0 Background

Liverpool Children and Young People's Service is committed to securing the best future for all Children and young people in the city. This vision was outlined in the Children and Young People's Plan 2009-2011 and will be outlined in the forthcoming refreshed Plan. The priorities identified in the plan were derived following extensive consultation with young people. They said 'We would like more priority given to

solving the causes of distress, anger and sadness such as bullying'. In January 2006, Liverpool Anti-Bullying Forum was established to respond to this priority. In order to ascertain the true extent of young people's experiences this audit was developed along with young people's feelings of safety survey to record their experiences both in and out of school and measure the impact of interventions.

1.1 Methodology

The first audit was undertaken in 2006 and has then been carried out annually in schools and communities.

Year	2006	2007	2008	2009	2010	2011	2012
Responses	3,060	1,534	1,763	3,245	3,926	1,745	1,993

This year's participation is slightly higher when compared to the previous year and with the number of responses in 2007 and 2008. Each school was provided with guidance to ensure that there is consistent interpretation and understanding of the process, learning lessons from applying similar guidance from previous years.

The audit is confidential to encourage open reporting without fear of reprisal and the information is shared with each individual participating school to support them in their

work on the prevention of bullying.

This year the audit was sent to Alternative Education Providers, Independent and Non-maintained Special Schools located in other local authorities to ensure that all Liverpool pupils are given the chance to take part in the Annual bullying Audit. As the sample sizes are so small (AEP 54 responses, Independent 6 responses and Other 5 responses) the results have not been reported here, but the data will be shared with Commissioners and Providers.

1.2 Response

In total, 1,993 young people between the ages of 7 – 19 years took part in the survey. This year's participation is slightly higher when

compared to the previous year and with the number of responses in 2007 and 2008, giving a response rate of 3.8%.

1.3 Confidence interval

For survey findings this year, we have had 1,993 responses and therefore the confidence interval for the 2012 data is +/- 2.2%. This means that if 50% of young people gave a particular answer we can be confident that, had all 7 – 19 year olds in Liverpool taken part in the survey the 'real' result would be between 47.8 and 52.2%.

Year	Confidence interval
2006	+ / - 1.74%
2007	+ / - 2.48%
2008	+ / - 2.32 %
2009	+ / - 1.66 %
2010	+ / - 1.53 %
2011	+ / - 2.30%
2012	+ / - 2.20%

1.4 Note on interpretation

Where variations are statistically significant these have been highlighted in the report. The data from the first audit provides the baseline and at a citywide level the sample is robust

enough for annual comparison. Participation by schools was voluntary so no control over the sample was possible.

2.0 Indicators

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
% 7 – 10 year olds who have been bullied in the last 12 months	50	41	43	38	36	30	35	+5
% 11 – 15 year olds who have been bullied in the last 12 months	25	24	19	16	14	24	14	-10
% 10 – 19 year olds who admit to bullying another person	19	13	17	10	11	15	8	-7
% 10 – 19 year olds who admit to bullying another person saying it was because of their race	13	5	8	3	2	1	3	+2
% 10 – 19 year olds who admit to bullying another person saying it was because of their religion	9	3	2	1	2	3	2	-1
% 10 – 19 year olds who admit to bullying another person saying it was because of that person's skin colour	n/a	5	3	2	3	1	5	+4

3.0 Summary of the findings

- The overall proportion of those reporting that they had been bullied in the last 12 months has decreased from 23% to 18%.
- This year, and for the second time since 2006, more of those who experienced bullying were boys (63%). Girls had accounted for a slight majority of those who experienced bullying from 2007 through to 2010.
- More primary school pupils (28%) than secondary school pupils (12%) reported being bullied. This should be set against three times as many primary compared to secondary school youngsters reporting that they had been bullied in 2011.
- Respondents are most likely to say that they have been bullied by a boy (54%).
- As in previous years, most people who are bullied are bullied by someone at school, but the proportion has increased to the highest level to date (69%). There are no significant differences between primary and secondary school youngsters.
- 39% of pupils taking part in the survey have been bullied on more than four occasions.
- Most pupils who have been bullied in the last 12 months have experienced 'verbal' bullying (69%) followed by 'physical' (39%) then 'indirect' bullying (24%).
- 11% of pupils had experienced 'on-line' bullying in the last 12 months representing a 2 point increase from last year. 12% of pupils had experienced bullying 'by mobile phone' a 3 point increase from last year.
- When looking at reasons for bullying, the largest group don't know the reason they were bullied (49%). Where the reason is known it is most commonly felt to be because of their appearance (22%) or weight (19%).
- Lunchtime remains the time of day when most pupils are bullied (40%).
- As in previous years, most people who are bullied say that the bullying happens in the school yard (47%).

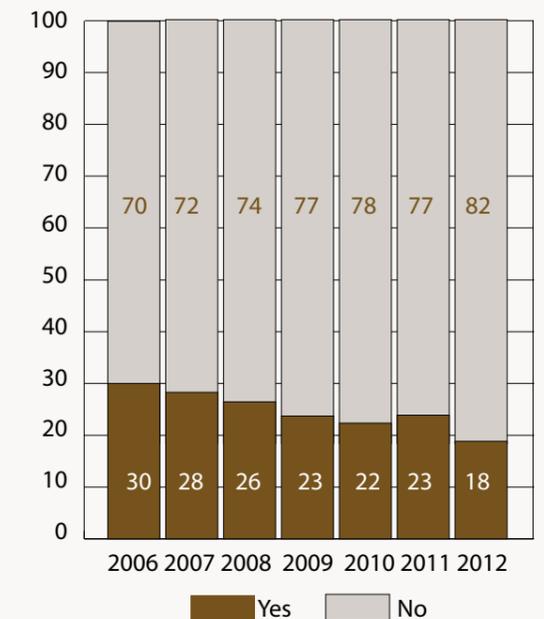
4.0 Being bullied

4.1 Who's being bullied?

Out of all those answering the question, 18% say that they have been bullied in the last 12 months down 5 percentage points since the last audit (23% in 2011) and 12 percentage points since the audit began in 2006 (30% in 2006).

Chart 1

In the last 12 months, % of respondents who have been bullied? (By year)



Again this year, more of the victims of bullying were boys (63%). Girls had accounted for a slight majority of bullying victims from 2007 through to 2010.

Age plays a part in whether or not a young person says that they have been bullied with the figure higher among primary school pupils (28%) than secondary (12%).

Table 1 – In the last 12 months, have you been bullied? (By year)

Base	Age	2006%	2007%	2008%	2009%	2010%	2011%	2012%
2006 (912)	<12 / Primary	45	39	40	38	35	30	28
2007 (595)								
2008 (582)								
2009 (1224)								
2010 (1702)								
2011 (816)								
2012 (573)								
2006 (1778)	12 – 16 / Secondary	23	20	16	14	12	24	12
2007 (813)								
2008 (1126)								
2009 (1932)								
2010 (2136)								
2011 (991)								
2012 (1232)								
2007 (6)								

Although the number of Disabled pupils was low (24), the result suggests that more pupils who consider themselves to be Disabled (56%) than those who do not (17%) are bullied. Similarly, more who indicated that they have a special educational need have been bullied (28%) than those who do not (16%).

4.2 Who's bullying?

Although most people said that they were bullied by a boy (54%) this result represents a decrease from last year whilst the result for girls has decreased (30%).

Table 2 – Was the bully...?

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	892	391	440	730	850	473	356	-
A boy	42	46	48	62	51	52	54	+2
A girl	25	49	40	29	38	37	30	-7
A group	36	30	33	28	31	31	34	+3
An adult	8	4	3	3	5	5	12	+7

Continuing the trend from 2006, boys are more likely to have been bullied by other boys and girls are more likely to have been bullied by other girls. 68% of boys were bullied by another boy and 65% of girls were bullied by

another girl. Boys are more likely to bully a girl than vice versa. 28% of girls have been bullied by a boy but only 10% of boys have been bullied by a girl.

Table 3 – Was the bully...?

	Boy					Girl				
	2008%	2009%	2010%	2011%	2012%	2008%	2009%	2010%	2011%	2012%
Base	197	408	389	191	218	241	322	455	245	127
A boy	70	77	71	69	68	30	44	33	30	28
A girl	11	8	9	16	10	66	56	62	64	65
A group	37	33	36	34	37	30	22	27	27	28
An adult	5	3	5	7	2	3	4	5	2	6

More Disabled people (54%) were bullied by a boy as were more people with a special educational need (64%).

Table 4 – Was the bully...?

	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	392	440	722	839	462	356	-
Friend	36	28	20	23	21	23	+2
Brother or sister	6	8	9	9	7	1	-6
Someone at school	n/a	56	57	59	64	69	+5
Somebody else	67	28	29	27	22	17	+5

There has been a reduction in the number of primary school pupils being bullied by someone at their school (61%, down from 62%). In secondary school pupils there was an increase in the reporting of being bullied by someone at their school, 71% up from 67%).

Bullying from someone at school was higher among both Disabled young people (74%) and those who have a special educational need (77%). This is in contrast to last year where bullying from a sibling was highest.

4.3 Bullying frequency

39% of pupils were bullied on one occasion in the last twelve months with 61% being bullied more than once.

Table 5 – How many times have you been bullied by someone in the last 12 months?

	2006%	2007%	2008%	2009%	2010%	2011%	2012%
Base	866	390	431	723	841	470	343
Once	29	37	31	26	26	31	39
Two or four times	33	33	31	35	36	31	25
More than four times	38	30	39	39	37	38	36

The number of Disabled youngsters who were bullied more than four times has increased (64% in 2012 from 38% in 2011).

4.4 Type of bullying

As in previous years most of the bullying incurred by young people is 'verbal' (43%).

Table 6 –Was the bullying...?

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	892	383	437	703	799	455	337	-
Verbal	71	68	70	68	62	71	69	-2
Physical	42	38	36	38	38	42	39	-3
Indirect (rumours, being talked about)	27	38	22	24	25	23	24	+1
On-line (chat room, e-mail)	n/a	n/a	9	10	13	9	11	+2
By mobile phone	n/a	n/a	7	6	6	9	12	+3
Other	6	10	-	8	9	5	5	0
Technology (mobile, e-mail)	6	11	n/a	n/a	n/a	n/a	n/a	-

More secondary school pupils experienced 'on-line' bullying. Between the genders, more boys experience 'physical' bullying and more girls experience 'indirect' bullying.

Table 7 – Was the bullying? (by gender)

	2009		2010		2011		2012	
	Boy %	Girl %	Boy %	Girl%	Boy%	Girl %	Boy%	Girl %
Base	434	269	373	420	189	227	204	122
Verbal	72	64	61	63	70	73	68	71
Physical	46	27	46	32	50	30	47	27
Online	8	12	11	15	6	13	9	15
Mobile phone	6	6	4	7	6	14	9	17
Indirect	19	31	20	30	19	28	18	36
Other	4	12	8	9	4	7	3	6

4.5 Reasons for being bullied

Most people don't know why they are bullied but of those that do, most say it's because of their appearance (way they look / clothes they wear). In 2011 a new response was added

giving pupils the option to say that they were bullied because of 'their weight' this has reduced to 13% compared with 16% last year.

Table 8 – When you were bullied, was it about ... ? (By year)

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	892	380	370	632	757	433	297	-
Appearance	49	46	57	28	23	26	22	-4
Something else	33	57	23	17	19	n/a	n/a	-
Weight	n/a	n/a	n/a	n/a	18	16	19	+3
Sexuality	8	7	6	4	9	5	5	0
Skin colour	n/a	8	11	9	9	5	6	+1
Race	12	8	9	11	8	5	6	+1
Religion	6	7	9	6	7	3	7	+4
Gender	9	5	10	6	6	3	8	+5
Being disabled	8	2	4	2	3	2	4	+2
I don't know why	n/a	n/a	n/a	53	50	55	49	-6

There are no gender variations but age plays a part with 'appearance' bullying being more prevalent among secondary school pupils; 27% compared to 11% of primary schools. Although the number of responses from pupils who consider themselves to be Disabled is relatively low (20), the result shows that 55% are bullied because they are Disabled.

4.6 When bullying happens

As in previous years, most bullying takes place during lunchtime (21%) followed by morning break (17%), with both representing decreases.



Table 9 – What time of day did the bullying happen?

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	892	372	433	711	834	470	340	-
Lunchtime	52	51	45	45	48	50	40	-10
Morning break	35	42	30	27	33	37	32	-5
Saturday or Sunday	17	22	24	22	22	19	11	-8
During school holidays	15	22	20	18	21	13	11	-2
Evening or night time	15	20	22	19	20	13	25	+12
After break	18	19	17	19	20	19	16	-3
Moving between lessons	30	27	19	20	18	21	18	-3
On the way home	19	17	14	12	14	11	8	-3
Before registration	10	11	9	9	8	9	11	+2
On the way to school	10	9	8	8	7	7	14	+7

'Lunchtime' saw the most bullying for primary schools (47%) and secondary school pupils (38%).

4.7 Where bullying happens

For the fifth year running the school yard remains the place where bullying happens for most people (24%), followed by in the class (17%).

Table 10 – Where did the bullying happen?

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	892	372	432	704	813	442	333	-
School yard	55	55	51	51	56	59	47	-12
Class	27	22	26	21	21	25	34	+9
At home	12	16	21	19	20	17	13	-4
Outside the school	19	23	23	19	19	19	18	-1
In the community	10	16	15	15	15	8	8	0
Corridor	24	19	16	13	12	18	20	+2
School dining room	14	15	12	-	11	14	16	+2
Park	12	10	12	11	11	6	7	+1
Somewhere else	8	8	5	6	9	n/a	n/a	n/a
Toilets	10	12	8	9	7	8	8	-
Changing rooms	8	9	5	6	7	6	6	-
After school club	3	4	4	5	7	5	7	+2
Evening clubs	3	3	4	5	5	2	5	+3
On public transport	8	4	4	4	4	4	5	+1
During weekend activities	6	4	5	5	3	3	5	+2

More secondary pupils than primary pupils experience bullying in the classroom; 39% and 24% respectively. More primary pupils than

secondary pupils experience bullying in the school yard 63% and 42% respectively.

4.8 Effect of bullying

On a scale of one to ten where 1 is no effect and 10 is a very bad effect, 16% of young

people who have been bullied scored the effect on them as 10, compared with 18% in 2011.

4.9 Telling someone

Young people who indicated they had been bullied were asked whether or not they told someone and 73% did.

It is not only the age of a pupil but also gender that plays a part with more girls (77%) than boys (70%) telling someone if they are bullied.

More primary pupils told someone that they were being bullied (76% of primary pupils compared to 73% of secondary pupils), which is the opposite of last year.

The person most young people were likely to tell about the bullying was their 'Parent / Carer' followed by 'Teacher'.

Table 11 – Who did you tell?

Who did you tell?	2008%	2009%	2010%	2011%	2012%	Change%
Mum	30	39	35	n/a	n/a	n/a
Teacher / HeadTeacher	19	36	34	57	38	-18
Friend	18	14	14	33	10	-23
Parents	22	22	12	71	63	-8
Dad	2	9	11	n/a	n/a	n/a
Family	2	5	4	n/a	n/a	n/a
Everybody	1	0	4	n/a	n/a	n/a
Sister	2	3	2	n/a	n/a	n/a
Learning mentor	1	1	2	n/a	n/a	n/a
Brother	1	1	2	n/a	n/a	n/a
Cousin	1	0	1	n/a	n/a	n/a
Aunt / Uncle	0	0	1	n/a	n/a	n/a
Dinner lady	0	0	1	n/a	n/a	n/a
Child minder	0	0	0	n/a	n/a	n/a
Grandfather / mother	0	1	0	n/a	n/a	n/a
Adult	1	0	0	n/a	n/a	n/a
Police	1	0	0	n/a	n/a	n/a
Pupil advocacy	n/a	n/a	n/a	1	1	-
Peer mentor	n/a	n/a	n/a	3	0	-3
Youth or play worker	n/a	n/a	n/a	3	0	-3
Don't know	n/a	n/a	n/a	1	0	-1
Somebody else	n/a	n/a	n/a	2	1	-1

4.10 Telling someone

Remaining unchanged from last year, almost nine out of ten pupils say that the person who they told helped (87%).

4.11 Did the bullying stop?

Among people who have been bullied in the last 12 months and told someone about it, more than half said that the bullying stopped

(60%); similar to 2011 (60%), 2010 (56%) and 2009 (57%).

4.12 Who would you go to?

All pupils, irrespective of whether or not they have been bullied in the last 12 months, were asked who they would go to if they were being bullied. Most would go to a parent or carer if

they had been bullied (73%).

Between the genders, more girls would tell a friend (52%) compared to boys (35%).

4.13 How does your school deal with bullying?

All respondents were asked how well their school deals with bullying and there has been no shift since last year, with two out of three pupils saying that their school deals with bullying very well or quite well (59%). The

number of pupils that state that they don't think bullying is a problem at their school, has stayed the same at 6% in 2012 and 2011 compared with 16% in 2010.

Table 12 – How does your school deal with bullying?

	2008%	2009%	2010%	2011%	2012%	Change%
Base	1700	3138	3855	1776	1912	-
Very well	31	33	34	43	31	-12
Quite well	26	30	30	24	28	+4
Not very well	10	9	8	8	8	-
Not at all well	4	3	3	4	3	-1
Bullying is not a problem at my school	7	16	16	6	6	-
Don't know	22	8	9	15	23	+8
Very / quite well	57	64	64	67	59	-8
Not very / not at all well	14	12	11	12	11	-1

Secondary school children were more positive about the way in which their school deals with bullying (63%) compared to primary children (57%).

4.14 Stopping the bullies

People were asked to identify three things that they would most like to see done to help stop bullying. The main answer that people gave was 'exclude bullies'.

The other answers people gave are (in rank order):

- Talk to someone
- Punishment for the bully
- Be friends / nice to each other
- Don't know
- Have more teachers
- More cameras / CCTV
- Detention for bullies
- Be nice to each other

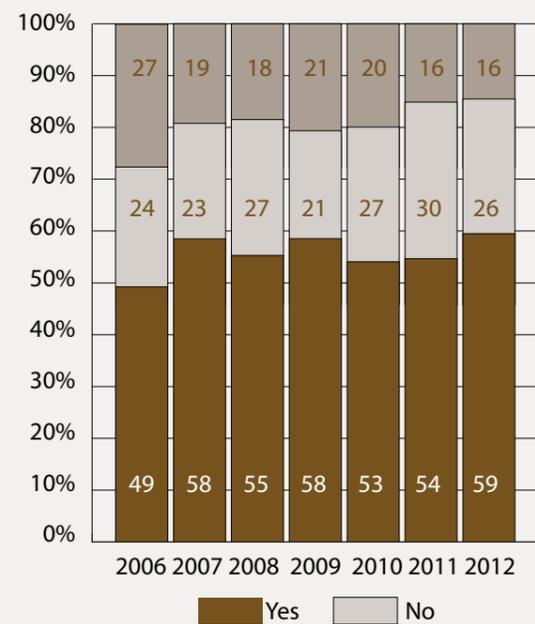
5.0 Bullying behaviour

This year only 7% of respondents reported they had bullied another person, down from 13% in 2011.

As with previous years, more boys (10%) than girls (6%) admit that they have bullied another person but the result has reduced amongst girls since last year (6% in 2012 compared with 11% in 2011).

Most people who have bullied someone have done it once (48%) with other people bullying two to four times (21%) and more than four times (13%).

Chart 2 How many times have you bullied someone? (By Year)



5.1 Reason(s) for bullying

The reason that most people bully others is because of a reason 'something else' than those provided (47%) followed by bullying somebody because of their 'appearance' (22%).

Table 13 – When you bullied someone was it because of'

	2006%	2007%	2008%	2009%	2010%	2011%	2012%	Change%
Base	541	160	237	370	496	159	118	-
Their gender	7	6	4	8	5	6	6	0
Their race	12	5	7	3	2	2	3	+1
Their religion	7	3	4	2	2	2	3	+1
Their sexuality	14	11	7	3	4	6	8	+2
Being disabled	9	8	3	3	2	2	4	+2
Their appearance	37	34	32	17	17	22	22	0
Their skin colour	n/a	5	2	5	3	2	5	+3
Something else	45	60	41	58	66	58	47	-11

Overwhelmingly, the majority of 'something else' answers relate to something that the person being bullied was perceived to have done. The justification for bullying was often

retaliation. This includes things such as 'they hit me', 'winding me up', 'they bullied me', 'getting them back', 'they were nasty to me'.

6.0 Acknowledgements

Whilst the Bullying Audit is not school specific, Liverpool's Anti-Bullying Forum would like to thank those schools who supported and enabled the completion of the audit this year.



Appendix D

Contacts & Resources

Anti-Bullying Forum

Children and young people in Liverpool said through consultation on the Children's Plan 2006-2009, 'we would like more priority given to solving the causes of distress, anger and sadness such as bullying'. Liverpool Children's Service, in response, established an Anti-Bullying Forum.

The Forum has representation from a wide range of services and agencies including young people.

For further details contact 0151 233 2831

Bullybusters

BullyBusters is an anti-bullying initiative with a free phone confidential helpline for children and young people and their families. Bullybusters can help and support children, young people, parents or professionals working with children and young people.

BullyBusters offer a whole school approach via workshops, assemblies, presentations or mediation to schools and youth settings. Parents can be guided through up to date school procedures and given support for anything from writing letters to finding counselling or support.

Free Merseyside based confidential helpline 0800 169 6928

www.bullybusters.org.uk

Bullying Online

Confidential advice for parents, children and schools available 365 days a year.
help@bullying.co.uk - replies within 24hrs.

<http://www.standards.dfes.gov.uk/locate/pupil-support/bullying>

<http://www.Anti-Bullyingalliance.org.uk>

www.bbc.net.uk/schools/bullying

CAMHS Child and Adolescent Mental Health Service Alder Hey

Provide a mental health service to children, young people and their families aged 0-18 years that live in Liverpool. The teams are based at Alder hey, Rose Hill house and Seymour terrace. All referrals need to be made to the (SPA) Single point of access team. The SPA will either see the referred family for an assessment, offer consultation or signpost to another agency. Referrals are accepted from GPs, Paediatricians, Social workers, Schools, Special Needs Coordinator and the Voluntary sector.

The contact details are as follows.

SPA team for initial referrals 0151 2933662 fax 0151 293 3698

PMH primary mental health team 0151 252 5589

Specialist CAMHS Seymour terrace 0151 7070101

Specialist CAMHS Rose lane 0151 724 6872

Child line

A confidential free 24-hour phone line for children or young people in trouble or danger.

Tel 0800 1111

<http://www.childline.org.uk>

Bullying Helpline

Tel 0800 44 1111 (3.30-9.30PM Mon- Fri)

Crime Stoppers

An independent charity working with the police, media, schools, youth groups and the local community for a common goal - a safer, fairer society.

Tel: 0800 555 111

www.crimestoppers-uk.org

Kidscape

Advice and information for parents and young people being bullied. Open weekdays, 10am-4pm.

Tel 0207 730 3300

Helpline 08451 205 204

<http://www.kidscape.org.uk>

NSPCC

Child protection Helpline

Tel 0808 800 5000

www.nspcc.org.uk

Safe Havens

The Safe Havens initiative in Liverpool involves shopkeepers and business owners offering their premises as places of safety where young and older people who think they are under threat or are feeling vulnerable can go inside and seek shelter. Staff will then take action including closing their premises if necessary and calling the police

Team Around the School(s)

Many secondary schools use The Team around the School (TAS) to support vulnerable pupils. The TAS is a multi agency group that can plan support for individual children and young people. Primary schools meet in consortia and have a Team around the Schools to consider the needs of vulnerable pupils. The TAS reports to the Neighbourhood Team in each neighbourhood area.

To access support from a Team around the

School for an individual pupil it is advisable to contact the Special Needs Co-ordinator (SENCo) or Inclusion Co-ordinator in the school that the child or young person attends.

The Young Person's Advisory Service (YPAS)

The Young Person's Advisory Service (YPAS) is a voluntary organisation based in the city centre of Liverpool. The Charity's core business is to provide a diverse range of support and therapeutic interventions to children aged 10-15 years and young people aged 16 to 25 years and their families to address their social, emotional and mental health and well-being needs, in an environment that carries a reduced level of stigma.

The Counselling Service - offers a range of therapeutic interventions from a multi modal team of qualified / accredited counsellors and systemic family practitioners, providing individual therapy, family counselling and issue based group work programmes.

The Support Service - is a multi-disciplined service consisting of qualified youth workers, advice and guidance workers, social workers and teachers. This unique holistic targeted service provides: various issue based activities, an advocacy service, IAG provision (Information, advice and guidance) and informal education programmes. The aim of the Support Service is to support young people with emotional mental health and well-being difficulties through a variety of transitions to access education, training, employment and independent living and mainstream services.

Tel: 0151 707 1025

support@ypas.org.uk

<http://www.ypas.org.uk/index.html>

GYRO - Gay Youth R Out

Is a part of YPAS support service that offers a safe social space for young people aged 13 to 25, who identify as Lesbian, gay, bisexual, transgender or questioning their sexuality (LGBTQ). This is a space to meet other young people who identify as LGBTQ. Gyro provides various issue based activities, advocacy, IAG provision and informal education programmes.

0151 203 0824

www.gyro.org.uk

Merseyside Fire and Rescue Service:
0151 296 6284

Liverpool Mutual Homes (Registered Social Landlord)
0300 123 2300

Plus Dane Housing (Registered Social Landlord)
0151 703 2016

Liverpool Charity and Voluntary Services (LCVS)
Merseyside Police

Safer Schools Youth Engagement Officers
(Merseyside Police officers based in secondary schools across Liverpool)
0151 777 4451

Acknowledgements:

Liverpool Anti-Bullying Forum, Liverpool Schools' Parliament and Liverpool Parent and Carers Forum.

The challenge for adults and children alike is to work towards a society based on rights and respect, not bullying and the selfish abuse of power

