BARNSLEY SAFEGUARDING CHILDREN PARTNERSHIP

ANTI-BULLYING STRATEGY 2022 - 2025

Vision

Every child, young person and adult has the right to be treated with dignity and respect.

We believe and expect that everyone will be able to live, work, play and learn in Barnsley in an environment that is free from fear and intimidation, persecution, aggression and emotional harm. We want our citizens to develop, learn and grow in a safe environment so that they are able to make a positive contribution and achieve to the best of their ability, in line with Barnsley Council's 2030 Vision.

Contents

I.   Purpose of the Strategy

This strategy provides a framework setting out how Barnsley Council and its partners will tackle bullying and harassment involving Barnsley children and young people in educational and community settings. This strategy is in accordance with the council's statutory duties and responsibilities with regards to safeguarding and promoting the welfare of children and young people as set out in 'Keeping Children Safe in Education' DfE April 2019, the Education and Inspections Act 2006, the Education Act 2011 and Working Together to Safeguard Children 2018. This strategy has been co-produced with the Barnsley Safeguarding Children Partnership working with young people in Barnsley including representatives from the Youth Council, SEND Youth Forum and Care4 Us Council. It has been developed with them in response to their concerns regarding bullying and harassment expressed to BSCP Partnership meetings and the Children's Trust Executive Group in 2021.

The Barnsley Safeguarding Children Partnership has defined Anti Bullying and Harassment work as a priority area of focus, and a strategic priority for 2022- 2025. Our strategy for tackling bullying has been co-produced with the various Forums such as the Youth Council, SEND Forum and Children in Care Forum, who have told the leaders in Barnsley Council and the Partnership that this matters to them and they want us to work together to end bullying and harassment of children and young people in our schools, educational settings and in our communities.

2. Our Vision

Our vision is for *"Every child, young person and adult has the right to be treated with dignity and respect"* We want all children and young people to grow and flourish in communities and learning environments that free from fear and intimidation, to help them achieve their potential and make a positive contribution in society. The Barnsley Safeguarding Children Partnership and Executive Group of the Children's Trust is firmly committed to safeguarding and protecting children and young people, all of whom have a right to feel safe within their community, particularly from bullying and the fear of bullying. Bullying concerns will be dealt with in a timely and appropriate manner recognising and responding to the needs of both victim and perpetrator.

3. Strategic Priorities

To address issues of bullying, Barnsley Council recognises that bullying involving children and young people can take place anywhere. The Council and its partners aim:

- ➢ To reduce bullying and harassment across Barnsley and to promote kindness and positive behaviour between peers both in communities and in educational settings.
- ➢ To promote children and young people's voices regarding bullying and harassment through the Youth Assembly and school council.
- ➢ To ensure that all schools have effective an anti-bullying policy and promote kindness.
- ➢ Through the anti-bullying strategy, ensure that agencies and organisations are aware of their responsibilities and work in partnership to tackle all forms of bullying.
- ➢ To support the development of positive emotional health and wellbeing in children and young people.

➢ To promote the Anti Bullying Commitment, developed by young people in all schools.
➢ To develop quality assurance activities which will judge the effectiveness of, and ensure compliance from, educational settings in their work to deliver the Commitment and to tackle bullying behaviour.
➢ To promote hate crime/incident reporting via the online reporting system.
➢ To publicise a range of training and learning opportunities for pupils, staff, parents and carers
➢ To provide advice and guidance on issues relating to bullying including how they should record and monitor incidents of bullying in schools.

This strategy supports the Council's strategic vision outlines in Barnsley Council Plan 2021-2024 which defines Barnsley as a "*place of possibilities"* and Barnsley 2030 Vision where children and people will be safe and feel safe, will enjoy good physical and mental health and where children their best outcomes through improved educational achievement and attainment.

4. Definition of Bullying Behaviours

Bullying is a behaviour which can be defined as a repeated attack, physical, psychological, social, or verbal in nature, by those in a position of power which is formally or situationally defined, with the intention of causing distress for their own gain or gratification. (Besag, 1989).

There are many definitions of bullying, but most have three things in common.

Bullying is:

- deliberately hurtful behaviour
- often repeated over a period of time
- difficult for those being bullied to defend themselves from, due to an imbalance of power, perceived or otherwise.

This Strategy adopts the **Anti Bullying Alliance definition** which is clear and helpful for schools and educational settings to use:

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."
(The Anti-bullying Alliance (ABA) 2014)

Further information including short video clips and resources can be found here:
https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition

The impact of bullying and harassment on young people can be devastating. Bullying is intentional aggressive behaviour which is destructive and harmful to lives of children and young people. It can take the form of physical or verbal harassment and involves an imbalance of power. It affects not only the victims but also the perpetrators and those who witness bullying behaviour but do not intervene or seek help. The effects of bullying lead to feelings of self-doubt, lack of confidence, low self-esteem, depression or even suicide. For any victim bullying can have far reaching effects on their emotional wellbeing, social development, health and education and can have lifelong consequences.

Bullying can take many forms, but five main types are:

- **physical** - hitting, kicking, taking belongings, destroying belongings.
- **verbal** - name calling, insulting, racist remarks, intimidation
- **sexual** - including repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name calling, crude comments, vulgar gestures, unwanted touching, sexual propositioning.
- **indirect** - spreading nasty stories about someone, excluding someone from social groups.
- **cyber** - mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites and communications.

There are several factors that might leave young people at greater risk of becoming the target of bullying. Often these are linked to an actual or a perceived 'difference' that affects a young persons' status in peer groups or makes them 'stand out'. These may include:
- having a disability; and or having learning difficulties or long-term health conditions (including mental health problems)
- social choices (such as belonging to different social groups or dress sense);
- religion/belief and/or ethnicity
- sexual orientation and/or gender identity
- or may be unrelated to any of these

5. **The Law:**

The Equality Act 2010

This law replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It now covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. **Schools and all public bodies** have a number of responsibilities and duties under the Equality Act 2010 relating to equality and diversity. The Act protects people from discrimination on the basis of 'protected characteristics' (previously called 'grounds') which are:

- disability
- gender reassignment
- pregnancy and maternity
- religion or belief
- race – this includes ethnic or national origins, colour and nationality
- age
- sex, and sexual orientation
- marriage and civil partnerships

The United Nations Convention of the Rights of the Child

Pupils have the right to be educated in an atmosphere which is free from fear. Head teachers and others responsible for running schools have a duty to do all that they reasonably can to protect pupils in their charge from intimidation, assault or harassment. This right and this duty are enshrined within documents such as the UN Convention on the Rights of the Child and the European Convention on Human Rights.

The Education Act 2002 Section 175

Schools have a statutory responsibility to have policies and procedures in place to promote positive behaviour and to tackle anti bullying.

The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.

The Department for Education (DfE) has produced guidance for all schools, including academies and free schools, which outlines its duties towards preventing and tackling bullying in schools: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989 when there is *'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'* These concerns **must** be reported to the member of staff in school responsible for child protection and then reported to the local authority's children's social services.

Section 89 of the Education and Inspections Act 2006 states that maintained schools **must** have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy. These measures **must** be communicated to all pupils, school staff and parents. The head teacher **must** follow through and adopt the policy and all students, parents and teachers should be notified of it once it has been decided. Link here:
https://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/1

6. **National Context – Prevalence of Bullying**

In 2017/8 over 20,000 children and young people contacted Child Line for counselling support with bullying as documented in their report, 'Courage to Talk'
https://learning.nspcc.org.uk/media/1596/courage-talk-childline-annual-review-2017-18.pdf

NSPCC statistics indicate bullying is the second most common reason for boys and the third most common reason for girls to contact Childline. Physical bullying is the most common reason for children aged 11 and under to contact ChildLine. For children from 12-15, the top bullying concern is peer pressure and for 16–18-year-olds the top bullying concern is online bullying.

The Annual Bullying Survey 2020 by Ditch the Label surveyed young people aged 12-18 years (mostly 12-16), across the UK (mostly England and Scotland), between September 2019 and March 2020. Over 13,000 young people completed the survey. A key question was 'In the past 12-months and based on your own definition, what have been your experiences of bullying?'. On this basis, 25% said that they had been bullied, 26% had witnessed bullying, and 3% said they had bullied others. For those bullied, the most frequent type reported was social exclusion (89%); this was closely followed by verbal bullying (86%) and then spreading rumours (54%), intimidation (35%) and cyberbullying (27%). When asked why they thought they got bullied, the most common reason given was 'attitudes towards my appearance' (47%), followed by 'attitudes towards my interests or hobbies' (30%). When those bullied were asked how it impacted them, the most common responses were anxious (44%), felt depressed (36%), and had suicidal thoughts (33%).

https://anti-bullyingalliance.org.uk/sites/default/files/uploads/attachments/Focus_on_Bullying_2020%20-%20FINAL.pdf

Children and young people identify bullying, together with domestic violence, as their two main concerns. In addition, there is increasing concern about gang culture affecting behaviours including sexual bullying, mainly of girls. There has also been a recent report by Ofsted (June 2021) " Sexual abuse in schools and colleges" which found a high prevalence of sexual harassment and online sexual abuse amongst pupils, especially girls. Link: https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges

Children with Additional Needs and SEN

We recognise that particular groups of young people may be more vulnerable and therefore at increased risk of bullying The 2010 Department for Education report, "**Reducing bullying amongst the worst affected**", states that bullying is more prevalent amongst groups of school pupils with Special Educational Needs (SEN). The report also correlates with data from the report "**Characteristics of Bullying Victims in Schools**" (2010). These reports identified that:

- Young people with Special Educational Need or Disability (SEND) have nearly **twice** the chance of reporting being continually being bullied across the three years of the study.
- The higher the proportion of SEND pupils in a school, the higher the risk of being called names amongst all groups.
- SEND pupils are twice as likely to be made victims of social exclusion by their peers.
- SEND pupils are more likely to have their money or possessions taken and be victims of actual or threatened violence.

7. Local Context

Barnsley Safeguarding Children Partnership have had an Anti-Bullying Strategy, in place since May 2012. We recognise the need to protect those who experience bullying and support children and young people who engage in bullying behaviours. The aim is to implement robust anti bullying policies across schools and services for children to promote positive behaviours, kindness and acceptance from an early age and cultures within schools where positive relationships are fostered. Our schools and communities need to have a clear approach to reduce and tackle bullying and harassment and to minimise the longer-term impact of such behaviour which can lead to further unacceptable behaviour in the community for example domestic violence and hate crimes.

This revised strategy is based on the work of statutory, voluntary and community organisations to ensure that agencies take effective action to prevent bullying in all forms and guises. It has been co-produced with representatives of Children and Young People Forums including the SEND Youth Forum, the Care4Us Council and Youth Council, supported by Barnsley Participation team. This takes account of the views and concerns of young people in Barnsley about the impact of bullying on their daily lives, as presented to the Children's Trust Executive Group and the Barnsley Safeguarding Children Partnership in 2021 and a video, made by the SEND Youth Forum which eloquently expresses their concerns
link here: [SEND Youth Forum Presentation on Bullying](#)

The Strategy provides an overarching framework to ensure that bullying behaviour is recognised and addressed appropriately whenever and wherever it occurs, by agencies working together to devise and implement effective strategies.

Barnsley Anti Bullying Commitment: [Barnsley Anti Bullying Commitment 2023](#)

8. Our Vision

Our vision is for *"Every child, young person and adult has the right to be treated with dignity and respect"* We want all children and young people to grow and flourish in communities and learning environments that free from fear and intimidation, To help them achieve their potential and make a positive contribution in society. The Barnsley Safeguarding Children Partnership and Executive Group of the Children's Trust is firmly committed to safeguarding and protecting children and young people, all of whom have a right to feel safe within their community, particularly from bullying and the fear of bullying. Bullying concerns will be dealt with in a timely and appropriate manner recognising and responding to the needs of both victim and perpetrator.

9. Our Aims

- Start in the early years and work alongside parents/carers to support children to have good self-esteem and to form positive relationships with others to promote positive behaviour.

- To help children from an early age to understand and appreciate difference, tolerance of each other and respect for diversity in our communities.

- Promote the development and use of anti-bullying policies and practise in all educational settings in line with inspection frameworks for keeping all children and young people safe.

- Reduce bullying, harassment and violence by promoting positive, trusting relationships, increasing social and emotional resilience of potential victims and ensuring children and adults are working in safe and healthy environments.

- Raise awareness and promote communication to reduce bullying, harassment and violence by promoting positive trusting relationships, increasing the social and emotional resilience of potential victims and ensuring children staff parents adults and communities are all working in safe and healthy environments.

- Support agencies in meeting their statutory responsibilities to safeguard and promote the welfare of all children and young people.

- Encourage all partners to have clear referral pathways to ensure that all forms of bullying are effectively challenged and dealt with within an appropriate time scale

- To ensure that reporting systems are effective, including the electronic recording system in schools to provide valid information about the extent of the problem through accurate recording of the number of bullying incidents and outcomes.

- Provide information and guidance in accessible formats so that children and young people know what to do, where to get help and how to support others who are being bullied.

- Include a clear link to the safe use of digital technology to provide an effective response to e-bullying.

- To involve young people in the development and review of this strategy and Action Plan, including regular consultation and quality assurance work.

- Have a clear and shared understanding of what bullying is and identify the effective means of promoting the anti-bullying message.

Our Strategy links to a range of existing policies and guidance including:
- **Chapter on bullying** in the Safeguarding Children Board Procedures Manual
- **Chapter on e-safety** in the Safeguarding Children Board Procedures Manual
- **Advice and support for children and young people being bullied**
- **Barnsley Community Safety Partnership Hate and Harassment Strategy**
- **DfE Guidance to head teachers, staff and governors on preventing and tackling bullying**
- **Ofsted Inspection frameworks for schools and local authorities**

10. WHAT DO WE WANT TO ACHIEVE - STRATEGIC PRIORITIES FOR 2022-2025

Strategic Priority 1: To reduce bullying and harassment across Barnsley and to promote kindness and positive behaviour between peers both in communities and in educational settings.

Develop wider involvement and engagement of partner agencies and the local community to tackle bullying.

All schools and colleges in Barnsley are now signed up to the Anti Bullying Commitment [Barnsley Anti Bullying Commitment 2023](#) for schools and colleges signed up to by the Barnsley Alliance and the BSCP Safeguarding Partners. This needs to be visibly displayed in the school/ setting to demonstrate their determination to tackle bullying for pupils, staff, parents and carers to see.

The BSCP will challenge all schools and colleges that they have a legal duty to prevent bullying and should have their own stand-alone anti bullying policy. This should be a living document which should be reviewed with pupils, staff and parents on an annual basis.

During Anti-Bullying week every November is a good time to schedule this review and for schools and educational settings to challenge themselves: *"Is your setting doing everything it can to support positive behaviours and promote zero tolerance for bullying and harassment?"*

The BSCP will support schools and colleges to develop a whole school approach to bullying through provision of appropriate guidance and training and promotion of resources via the Anti Bullying Alliance.

Ensure bullying is addressed at all levels and within all partnerships to promote a consistent message and response. Communicating within, across and beyond Borough boundaries is essential to capture, share and disseminate good practice.

Make everyone aware of the effects of bullying and what needs to be done to prevent it we need to promote positive anti-bullying work and initiatives.

Actively promote Anti Bullying Week and other relevant national, regional and local initiatives across organisations to raise awareness.

Strategic Priority 2: To promote children and young people's voices regarding bullying and harassment; through empowering their voice in the Youth Assembly and school councils, Youth Council and Youth Forum in Barnsley.

Children and young people have an instrumental role in shaping the anti-bullying agenda. It is our responsibility to ensure that all children and young people are given the opportunity and encouragement to have their voices heard particularly in relation to an issue of such direct impact.

We need to ensure that voices of our children and young people are heard through regular attendance at key meetings of the BSCP and Executive Group of the Childrens Trust and that their concerns are listened to and acted upon, supported by the Participation and Engagement team of Barnsley MBC.

The BSCP will work with and support the Youth Council to develop quality assurance activities to hold school and college leaders to account for their work to deliver on the Commitment and to tackle bullying behaviour in educational settings. This will be through a Check and Challenge process as part of the S175 Safeguarding survey of schools which is conducted annually by the BSCP.

Encourage young people to act as ambassadors to promote anti-bullying work e.g. **Diana Award holders**, Stonewall Advice LGBQT+ Inclusivity for schools and colleges

Strategic Priority 3: To ensure that all schools have effective an anti-bullying policy and strategies to tackle bullying and harassment.

Work with partner agencies including schools; academies; voluntary and independent sector agencies to ensure that they have **their own anti-bullying strategies** in place which align with good practice and are applied consistently and receive check and challenges as part of the S175 process led by the BSCP.

During Anti-Bullying week every November is a good time for all schools and educational settings to challenge themselves: *"Is your setting doing everything it can to support positive behaviours and promote zero tolerance for bullying and harassment?"*

To promote hate crime/incident reporting via the online reporting system and the better collection of data regarding bullying incidents in schools and educational settings in Barnsley.

Encourage schools and other agencies to record and report bullying incidents.

Strategic Priority 4: Through the anti-bullying strategy, ensure that agencies and organisations are aware of their responsibilities and work in partnership to tackle all forms of bullying.

Promote Barnsley as a member of the **Anti-Bulling Alliance**, sharing and promoting their training and resources with parents/ carers./ early years settings/ schools and colleges and with partner agencies working with children and families.
https://anti-bullyingalliance.org.uk/

Work with all relevant agencies including schools, children, young people and parents / carers to gather information and data about bullying incidents to promote evidence-based decision making.

Provide relevant guidance and training on participation for staff who work with children and young people.

Strategic Priority 5: To support the development of positive emotional health and wellbeing in children and young people.

To make everyone aware of the effects of bullying and what needs to be done to prevent it, we need to promote positive anti-bullying work and initiatives.

Actively promote Anti Bullying Week and other relevant national, regional and local initiatives across organisations to raise awareness.

To publicise a range of training and learning opportunities for pupils, staff, parents and carers.

To provide advice and guidance on issues relating to bullying including how they should record and monitor incidents of bullying in schools.

CONCLUSION

Bullying and harassment of children and young people in any form is harmful and can have long term impacts upon their physical and mental health. It is unacceptable and all schools, educational settings and partner agencies in Barnsley need to work together to foster positive relationships for children and a culture where peer to peer bullying behaviour is called out and effectively tackled and ended. We aim to address the problem through training and support, working within a framework of policies and procedures which maintain a focus on anti-bullying. The major requirements are to protect and safeguard the victim whilst also addressing the needs of the perpetrator to bring about a long-term change in their attitudes and behaviours.

The development of effective training resources and awareness raising activities are critical elements in ensuring that professionals feel confident in addressing these issues.

REVIEW
This Strategy will be subject to regular monitoring by the Policy, Procedures and Workforce Development Subgroup and will be reviewed annually.

EQUALITY IMPACT ASSESSMENT
This protocol has been equality impact assessed. If on reading the document, you feel there are any equality and diversity issues, please contact the Barnsley Safeguarding Children Partnership at barnsleysafeguardingchildrenspartnership@barnsley.gov.uk

Approved by Barnsley Safeguarding Children Partnership

September 2023

Date for Review – Date 1st September 2024

Appendix 1

Anti-Bullying Commitment 2023

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Commitment to Tackling Bullying and Harassment of Young People

Barnsley - A Partnership Approach

Barnsley - the place of possibilities

BARNSLEY
Metropolitan Borough Council

Commitment to Tackling Bullying and Harassment of Young People
Barnsley - A Partnership Approach

The Partners of the Children's Trust and the Barnsley Safeguarding Children Partnership are committed to tackling bullying and harassment of all pupils in all forms.

We recognise the impact that bullying and harassment can have on children and young people, particularly where it is allowed to continue, unchallenged. This can negatively affect young people's emotional wellbeing, self-esteem and confidence and can, in some cases, lead to long term mental health issues.

Bullying can take place anywhere, not just in educational settings. Cyberbullying can make it very difficult for children and young people to escape their bullies; this can lead to children and young people feeling like they have nowhere to turn. The lasting impacts of bullying can cause isolation, anxiety and even lead to suicide.

The SEND Youth Forum have raised this as an important issue for young people with SEND and for the need for them to feel listened to, valued and included within the school family and the wider community (ref 1).

All schools and colleges are required to have a behaviour policy which promotes positive behaviours in the school environment and prevents bullying and harassment (ref 2).

All schools and colleges are required to have an anti-bullying policy which accords with the Anti Bullying Strategy of the Barnsley Safeguarding Children Partnership (ref 3).

All schools and colleges will have procedures in place to record and report incidents of hate crime against pupils and procedures in place to deal with alleged discrimination to pupils because of their: sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity in accordance with the Equality Act 2010 and Schools (ref 4).

All schools and colleges are required to work with their Governing Bodies and staff, including Designated Safeguarding Leads to ensure that such policies are promoted, shared and fully implemented to help protect pupils from bullying and harassment.

Barnsley - the place of possibilities

BARNSLEY
Metropolitan Borough Council

All Headteachers or Principals will promote training for staff to tackle anti-bulling which is co-produced with young people in conjunction with the BSCP.

All schools and colleges will have a lead person within the school (this could be the designated safeguarding lead) to be the key point of contact for any bullying and harassment related issues and to ensure that appropriate support is in place for all pupils.

The Youth Council and SEND Youth Forum will work with the BSCP to develop a Check and Challenge Process to hold all schools to account in relation to this Commitment. Outcomes from this will be reported annually to the BSCP and the Children's Trust.

Signed:

Director of Children's Services

Independent Chair of BSCP

Chair of Barnsley Alliance

June 2023

References:

Ref 1: SEND Youth Forum Presentation on Bullying

Ref 2: DfE Preventing and Tackling Bullying 2017

Ref 3: Barnsley Safeguarding Children Partnership Anti Bullying Strategy 2017

Ref 4: The Equality Act 2010 and Schools

Barnsley - the place of possibilities

BARNSLEY
Metropolitan Borough Council

Appendix 2
Anti Bullying Plan on a Page for Young People

BARNSLEY SAFEGUARDING
CHILDREN PARTNERSHIP

Anti-Bullying Strategy 2022 - 25
For Young People: By Young People

Why do we have an anti-bullying strategy?

We know that bullying is an issue for many young people, and we need a plan to tackle it in Barnsley. Our strategy sets out the way that we are working together with schools, Barnsley Council and other agencies to support the victims of bullying and prevent it happening in the first place. Below are our 5 priorities (what we want to achieve), and what we are going to do about them.

Reduce bullying in Barnsley and promote kindness

1
- Create an anti-bullying pledge to show that we are all working together, in every school, to stop bullying in Barnsley.
- Provide resources for schools to help them to develop an anti-bullying environment.

Make young people's voices heard

2
- Work together with Barnsley's youth groups to develop the commitment, strategy and resources.
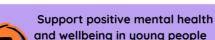- Invite young people to meet with us and make sure their voices are at the heart of all we do.

Make sure schools are tackling the problem of bullying, including support for victims

3
- Check that schools have personalised anti-bullying policies.
- Make sure that info is available for victims: they know where to get help and how to report bullying to make it stop.

Make sure all agencies are working together

4
- Train people who work with children in Barnsley.
- Work together to gather data about bullying in Barnsley.

Support positive mental health and wellbeing in young people

5
- Promote services available to young people in Barnsley.
- Promote campaigns such as anti-bullying week.

OUR VISION:
"EVERY CHILD, YOUNG PERSON AND ADULT HAS THE RIGHT TO BE TREATED WITH DIGNITY AND RESPECT"

Appendix 3
Strategic Action Plan

Barnsley Anti-Bullying Strategy 2022 – 2025
Action Plan

Relevant Identified Issue	Specific Actions	Completion date	Measurable outcome/s
Strategic Priority 1: To reduce bullying and harassment across Barnsley and to promote kindness and positive behaviour between peers both in communities and in educational settings.	Schools and Colleges to display and promote the Anti Bullying Commitment co-produced with young people forums in 2021 – refreshed in 2023. Including display of certificate and launch / relaunch in schools.	December 2023	Schools raise awareness with all pupils and staff and ensure policies are in place which includes support to pupils affected by bullying. Measurable by s.175 audit question answers – progress quantifiable from 21/22 to 22/23 audit.
	Develop the Youth Peer Reviewers to act as Anti Bullying Champions and implement a check and challenge process for schools and colleges in Spring term 2024 to report back findings to BSCP.	Ongoing in 23/24 Academic Year	Anti Bullying Check & Challenge process by BSCP with young people / Young Inspectors
	Review the effectiveness of the Strategy and Action Plan at the Bullying, Harassment and Online Harms subgroup, through Section 175 survey and audits of school policies.	November 2023, and annually thereafter	Continual review and discussion at BHOH sub-group, including discussion and annual presentation of s.175 audit results to inform Strategy priorities.

Strategic Priority 2: To promote children and young people's voices regarding bullying and harassment; through empowering their voice in the Youth Assembly and school councils, Youth Council and Youth Forum in Barnsley.	Promote Anti Bullying Week, South Yorkshire Partnership Safeguarding Awareness Week, social media messages and communications with schools.	November annually for awareness weeks, review communications annually.	Involvement by schools in Safeguarding Awareness Week / Anti-bullying Week measurable through communication from schools to the BSCP. Use of BSCP Twitter account to promote, Schools' Alliance bulletin to schools, BSCP Newsletter and DSL forums.
	The inclusion of Children and Young People in meetings of the Bullying, Harassment and Online Harms sub-group, to promote initiatives and get feedback / involve their voices in projects and priority work.	Ongoing – present at BHOH meetings from June 2023.	This will allow assurance that the policies, actions and initiatives of the BHOH sub-group are meeting the needs of Children and Young People in Barnsley and are relevant.
	Roll out of questionnaires (primary and secondary versions) produced by the Youth Council and SEND Forum amongst a group of young people. These questionnaires should be repeated with the same group at intervals as work progresses to measure impact the work is having.	April 2024 and then ongoing to measure progress	Using children and young people's voices to measure the progress of initiatives actioned by this strategy will help to shape future work.
Strategic Priority 3: To ensure that all schools have effective an anti-bullying policy and strategies to tackle bullying and harassment.	All schools and colleges to review and develop their own anti-bullying policy with pupils, staff and parents.	April 2024	Most schools confirmed that they have their own anti-bullying policy as part of the section 175 audit 2021/22 and subsequent follow-up activities. To be confirmed by all schools following completion of the 2022/23 s.175 audit.
	Best practice repository of resources on BSCP website / in booklet form to schools with links to anti-bullying guidance for parents, carers, pupils and schools.	April 2024	Distribution of materials by school staff / DSLs. Traffic to BSCP website (when uploaded).
	To promote hate crime/incident reporting via online reporting systems and the better collection of data regarding bullying incidents in schools and educational settings in Barnsley.	April 2024	Measurable by s.175 audit data from schools which is more consistent and reliable, using the shared Anti-Bullying Alliance definition of bullying incidents to report / ensure consistency.

Strategic Priority 4: Through the anti-bullying strategy, ensure that agencies and organisations are aware of their responsibilities and work in partnership to tackle all forms of bullying.	Promote Barnsley as a member of the Anti-Bulling Alliance, sharing and promoting their training and resources with parents / carers / early years settings / schools and colleges and with partner agencies working with children and families.	Ongoing	Measurable by evidence of promotion by BSCP, more consistency in data reporting, school feedback from resources used to promote the ABA.
	Work with all relevant agencies including schools, children, young people and parents / carers to gather information and data about bullying incidents to promote evidence-based decision making.	April 2024 & annually	Results of the s.175 audit to inform future work. Use of questionnaires by Children and Young People to gather data and assess progress.
	Provide relevant guidance and training on participation for staff who work with children and young people.	Annual review by PWD sub-group	More attendance from partner agencies and schools at training sessions with associated themes – e.g. Online Harms.
	Consideration for broader messaging, including bullying & hate crime, in community settings with a focus on reaching children and young people, to reinforce the messages taught within schools, and provide a consistent approach across the borough.	Ongoing	Presentations by partners, joint working with the Stronger Communities service and Cohesion & Prevent Officer at BMBC.
Strategic Priority 5: To support the development of positive emotional health and wellbeing in children and young people.	To make everyone aware of the effects of bullying and what needs to be done to prevent it, we need to promote positive anti-bullying work and initiatives. Actively promote Anti Bullying Week and other relevant national, regional and local initiatives across organisations to raise awareness. To publicise a range of training and learning opportunities for pupils, staff, parents and carers.	Ongoing	Measurable evidence of promotion by BSCP (e.g. Twitter, website, resources, newsletters). Safeguarding Awareness Week / Anti-Bullying annual initiatives. Creation of materials to use in schools for staff, children and parents / carers. Promotion of links to guidance on BSCP website, Twitter, school resources. Promotion and monitoring of BSCP Multi-agency training programme.

	All educational settings will have awareness of the work of commissioned services for children and young people in the borough, (such as Compass Be, Kooth and Chilypep) and where possible work alongside them to develop positive emotional health and wellbeing for their young people.	November 2023	Information shared with schools via DSL forum, Schools' Alliance and materials produced by the BSCP / BHOH sub-group.

Appendix 4

CATEGORIES OF BULLYING BEHAVIORS

Bullying related to race, religion or culture
This can be defined as "a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status" Surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to be a factor in bullying and harassment. Research suggests that where black and ethnic minority children experience bullying it is likely to be severe.

Bullying related to special educational needs (SEND) or disabilities
As stated above, children and young people with SEN and disabilities are at higher risk of bullying than their peers. Whether in mainstream or special schools such children do not always have the levels of social confidence and competence and robust friendship bonds that can protect against bullying. Prejudice evident in primary years is resistant to change in secondary years. Schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and it is specifically covered in anti-bullying polices. Where children with SEN and disabilities are perpetrators, schools should expect the same standards of behaviour ad apply to the rest of the school community.   Although children with SEN and disabilities may suffer the common forms of bullying such as name calling, they can also be subject to additional forms such as:
- Manipulative bullying where the perpetrator entices the victim to act in a certain way and do something they should not do when they might not be able to recognise that the action is wrong.
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sound.
- Conditional friendship where the victim is "allowed" to be in the friendship group only on certain conditions which are intended to get the victim into trouble, humiliate them or put them in danger.
- Persistent apparently "low level" bullying with no relief which eventually causes the victim to "snap". This is common for children on the autistic spectrum who may become very angry when this occurs.
- A hierarchy, based on skills, can develop amongst children with disabilities of various kinds with bullying within the hierarchy.
- High levels of bullying are typical between children with emotional and behavioural difficulties as well as bullying of them by other children.
- Young people with disabilities report being bullied in the street, on the bus and in their neighbourhoods e.g., in shops or public places.

Bullying related to appearance or health conditions
Those with health or visible medical conditions such ad facial disfigurement may be more likely to become targets for bullying behaviour. Perceived physical limitations such as size, weight or other body image issues can result in bullying. Obvious signs of affluence or lack of it can also be exploited.

Sexual, sexist and transphobic bullying
Sexual bullying includes behaviour where sexuality is used as a weapon by both genders. It can be carried out to a person's face, behind their back or by use of

technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. It may be involved name calling, comments, overt looks about appearance or attractiveness, uninvited touching, innuendos, pornographic imagery, badges and clothing or inappropriate sexual material. In extreme forms it may lead to sexual assault or be linked to domestic violence. Transphobic bullying refers to someone thought to be transgender or gender dysphoric.

Homophobic bullying
This is bullying linked to sexual orientation. Young people who are, or who are perceived to be, lesbian, gay or bisexual face a higher risk of discrimination. It is the least likely to be self reported since disclosure carries risks not associated with other forms of bullying.

Bullying of young carers or children in care or otherwise linked to home circumstances
Children may be made vulnerable to bullying by the fact they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers, undertaking practical emotional caring responsibilities face difficulties including ill health, stress and fatigue, especially when they provide care during the night. Children in care may be vulnerable to bullying as they are not living with their birth parents or have fallen behind with their studies.

Environmental and family influences
Young people may be heavily influenced by their communities or homes where bullying and abuse are common features. Bullying at school may arise from trauma or instability at home related to domestic violence. There is a clear link between bullying and domestic violence as both involve an imbalance of power. Children in domestic abuse situations can model the perpetrator's behaviour and become bullies themselves. Bereavement or being part of a refugee family are other instability factors making a child more susceptible to bullying. Siblings of vulnerable children may be the subject of bullying by association.