

# Camden bullying prevention strategy





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## **Introduction**

Camden Children's Trust believes that all children have the right to grow up in a safe environment, free from bullying and discrimination.

This strategy sets out the Trust's commitment to working with children and young people, parents and carers and all relevant agencies to create an environment where bullying and discrimination is understood by everyone to be unacceptable and where there are clear strategies to address it if it does take place.

In order to achieve this, the Trust has six priorities:

1. Promote strategies that create positive relationships and prevent bullying behaviour amongst children and young people.
2. Provide guidance and support to children and young people who are bullied and are bystanders - as well as appropriate help for those who bully.
3. Provide advice and information for parents about bullying - and support for parents whose children are or have been bullied, as well as parents of children who are bullying others.
4. Monitor bullying and feelings of safety amongst children and young people and the perceptions of their parents or carers.
5. Involve children, young people, parents and carers in the planning, implementation and evaluation of anti-bullying activities.
6. Promote good practice - including the provision of anti bullying training to staff that enables them to develop appropriate preventative strategies as well as to provide support and intervention when bullying does occur.

Bullying can take place anywhere so, although schools are key to reducing bullying, this strategy also applies to other environments and activities used by children and young people - such as parks, transport, play and youth centres, sports and other activities, children's homes and further education colleges.

## **The definition of bullying we use in Camden is:**

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.”  
**‘Safe to Learn’, Department for Children, Schools and Families (2007)**

There are four widely acknowledged means of bullying:

- direct physical bullying (pushing, hitting, punching, kicking).
- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats).
- indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another’s secrets to a third party).
- cyberbullying - recent advances in technology have resulted in new means of bullying which involve covert, or indirect bullying, using electronic media, such as mobile phones and the internet. For further information on cyberbullying, please refer to ‘Cyberbullying, Safe to Learn’, DCSF, 2007 and Camden’s e-safety strategy group.  
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

All forms of bullying are extremely hurtful and damaging to the victim and many relate to a characteristic or feature of the victim about which the person under attack can do nothing. However, it is useful to identify specific types of bullying that are based on shared identities:

- Bullying related to race, religion or culture
- Bullying related to special educational needs and disabilities
- Bullying related to young carers or looked after children
- Sexist or sexual bullying
- Homophobic bullying

Bullying prevention work should challenge stereotypes and prejudice which can lead to children and young people being bullied and actively seek to identify whether discrimination is a factor when bullying does take place.

It is important to note that bullying does not just happen between children and young people but also that adults can bully children and young people - and children and young people can bully adults.

Despite the fact that there are clear definitions of bullying it can be difficult to identify behaviour as bullying when it actually takes place – this can be because bystanders only see a small part of what is going on and because of conflicting stories about what has been happening. This is not a reason to ignore the behaviour, but emphasises the importance of questioning and challenging it in order to find out what is going on.

## Local context

Camden's Children and Young People's Plan sets out the Children's Trust's vision and priority outcomes for all services which work together to ensure Camden is a borough of opportunity for children, young people and families. A key action in the plan is to reduce incidents of bullying.

Schools do a huge variety of work to tackle bullying, including using drama, school assemblies and peer support, and Camden school children report less bullying and feeling safer in their local areas than national averages. The work of the Safer Schools Partnership has been positively received by pupils and school staff.

Although children give more positive feedback about bullying than national averages, it remains an issue of concern. For example, 49% of children think their school deals quite or very well with bullying, compared with 35% nationally (Tellus). Fewer pupils say they have been bullied in the last 12 months than the national sample - 13% compared to 22% and young people's feelings of safety are in line with or above national averages. 75% feel quite or very safe in their local area (Tellus 3).

However, the data on the prevalence of bullying in Camden is partial, with relatively low numbers of children and young people responding to surveys, and it should therefore be treated with some caution.

A Camden survey of bullying prevention work in schools was carried out in 2008. Thirty schools completed the survey. Key findings included that:

- 30 schools have a bullying prevention policy and most have a named, senior member of staff responsible for the policy and for practice.
- All schools reported using a variety of curriculum opportunities to prevent and respond to bullying as well as teacher-led assemblies and role play sessions.
- Schools also reported involving parents in bullying prevention in a variety of ways, including through newsletters and consultation with parents.

### **Priority one:**

***Promote strategies that create positive relationships and prevent bullying behaviour amongst children and young people.***

#### **Actions:**

- Ensure anti-bullying work is embedded in the Achievement for All (AfA) project which aims to improve outcomes for all children and young people with special educational needs and disabilities (SEND) [Children, Schools and Families (CSF) School Improvement Service (SIS)].
- Provide support and training for teaching social, emotional and behavioural skills to all children (through the social and emotional aspects of learning programme or SEAL) and a forum to share ideas and approaches across Camden schools [SIS].
- Develop and implement strategies to promote positive behaviour and address antisocial behaviour in and around schools [Safer Schools Partnership].
- Review the curriculum for Sex and Relationships Education (SRE) in secondary schools to ensure that homophobia is addressed in these lessons [SIS].
- Raise awareness about and challenge homophobia through a variety of preventative work with young people [Camden Young Victims of Crime service].
- Offer a drama production and workshop to 12 schools as part of the Olympic Learning Opportunities Project focused on challenging discrimination across all equality issues and promoting respect [Strategy and Performance Team CSF].

### **Priority two:**

***Provide guidance and support to children and young people who are bullied and are bystanders - as well as appropriate help for those who bully.***

#### **Actions:**

- Provide advice, information and support to schools on effective anti-bullying strategies and activities, including model anti-bullying policies [SIS].
- Revise publicity materials and information on bullying for children and young people [Bullying Prevention Group (BPG)].
- Continue to commission the Victim Support, Young Victims of Crime service to provide a range of preventative work including victim empathy training and support for young victims [CSF Commissioning and Partnerships team and Victim Support].
- Launch a hate crime page on the Camden website aimed at 13-19 year olds [Camden's Community Safety Team].
- Promote peer support including buddying, peer mentoring and peer mediation [SIS].

### **Priority three:**

***Provide advice and information for parents about bullying - and support for those parents whose children are or have been bullied or are bullies.***

#### **Actions:**

- Enhance materials and information on bullying for parents [BPG].
- Revise information available to parents [Family Information Service].
- Develop an e-safety training course for parents and carers that explains the risks of cyber bullying [e-safety Sub-Group].

### **Priority four:**

***Monitor bullying and feelings of safety amongst children and young people and the perceptions of their parents or carers.***

#### **Actions:**

- Collect and collate data on bullying in schools in line with national guidance and feedback findings to schools to support self assessment and improvement [Strategy and Performance Team CSF].
- Promote pupil perception surveys in schools to assess how safe children and young people feel at school [BPG].
- Evaluate current procedures for the collection of data on bullying from schools with a view to making the process more user friendly [Strategy and Performance Team CSF].
- Collate and analyse data from surveys of children, young people and parents collected by a range of services, including youth and play [BPG].
- Support schools to increase the involvement of parents – including gathering their views about the safety of their children within schools and particularly about bullying [SIS/BPG].

### **Priority five:**

***Involve children, young people, parents and carers in the planning, implementation and evaluation of anti-bullying activities.***

#### **Actions:**

- Support school councils to promote positive behaviour and develop pupil-led anti-bullying activities [SIS].
- Involve children and young people in the annual bullying prevention seminar - which highlights key issues and promotes good practice in anti-bullying work [BPG].
- Work with the Parent Council to evaluate existing bullying prevention work and make recommendations for future work [Strategy and Performance Team CSF].
- Provide advice and guidance to schools about effective approaches to including children, young people and parents in bullying prevention work [SIS]

**Priority six:**

***Promote good practice - including anti-bullying training to staff that enables them to develop appropriate preventative strategies as well as to provide support and intervention when bullying does occur.***

**Actions:**

- Assess training needs of schools and other services and, where appropriate, commission anti-bullying training [Strategy and Performance Team CSF and BPG].
- Hold an annual seminar highlighting key issues and promoting good practice in anti-bullying work [BPG].
- Embed the e-safety strategy across services in Camden [e-safety sub group].
- Hold a multi-agency seminar to map bullying prevention work across the borough and identify key areas for future work [Strategy and Performance Team CSF and BPG].
- Participate in Stonewall's Education Champions Programme that tackles homophobic bullying in schools [SEN and Psychology Service CSF].
- Promote local and national guidance to schools to support the development of best practice (Guidance to include the DCSF 'Bullying: a Charter for Action and 'Safe to learn: Embedding anti-bullying work in schools') [SIS].
- Carry out a survey to identify the range of bullying prevention work that is taking place in schools [SIS].
- Carry out a review of existing anti-bullying policies in schools in order to identify best practice and to provide advice and support where policies could be improved.
- Review the Tellus survey questions on bullying and feelings of safety to ensure they provide the most useful data [SIS].

**Camden's multi-agency Bullying Prevention Group (BPG) oversees the actions outlined above and reports back on progress to the Staying Safe Sub-Board of the Children's Trust Partnership Board.**

## **National context: law and guidance for schools**

The Government has made tackling bullying in schools a key priority and the Department for Children, Schools and Families (DCSF) has made clear that no form of bullying should be tolerated.

'Safe to Learn: embedding anti-bullying work in schools' is the new overarching anti-bullying guidance for schools, launched in September 2007. The Safe to Learn package of guidance also includes specialist advice on cyberbullying, homophobic bullying and bullying involving children with SEN and disabilities. This is in addition to the existing guidance on tackling bullying related to race, religion and culture, which was issued in 2006.

Schools can sign up to the DCSF Anti-bullying Charter (see pages 16 to 17) to show their commitment to tackling all forms of bullying, and use the principles of the Charter to self-evaluate their anti-bullying policies and practices.

The legal framework, outlined in full in the Safe to Learn guidance, requires school governing bodies to:

- make and review a written statement of general principles to guide the headteacher in determining measures to promote good behaviour;
- consult the headteacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- promote the wellbeing of pupils in their schools;
- have a race equality policy, and assess and monitor the impact of their policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment;
- have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled; and
- establish procedures for dealing with complaints about bullying and all matters relating to the school, and publicise these procedures.

The law requires headteachers to:

- determine the more detailed measures on behaviour and discipline that form the school's behaviour policy. The policy determined by the headteacher must include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils'.

The law requires teachers to:

- promote the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment; and
- apply the school rewards and sanctions lawfully.

## **Law and guidance in other settings**

'Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community' (2009) recognises that bullying happens everywhere - not just in schools – and that children who are bullied in school are more likely than others to be bullied elsewhere too. It also recognises that to tackle bullying successfully, the whole community and all services for children and young people need to work together to change the culture so that bullying is unacceptable.

The Government has also published 'Safe from Bullying, a suite of guidance and resources to help practitioners tackle bullying' in:

- FE colleges;
- play and leisure provision;
- youth activities;
- children's homes;
- extended services in and around schools; and
- journeys around the community.

These guidance documents set out how different local services can work together to prevent and respond to bullying. They are supported by guidance for local authorities and other strategic leaders on reducing bullying in the community and a suite of training resources.

## **Anti-discrimination law**

The following legal requirements apply to schools and other public bodies:

- The Race Relations (Amendment) Act 2000, means all public bodies have a duty to eliminate discrimination, promote equality of opportunity and promote good race relations. Tackling racist bullying is a key part of fulfilling this duty.
- Regulations under the Equality Act 2006 outlaw discrimination on the grounds of sexual orientation in the provision of 'goods and services', including those provided by public bodies. The Employment Equality (Sexual Orientation) Regulations 2003 also place a duty on employers to protect all staff against discrimination or harassment on the grounds of their sexual orientation.
- The Disability Discrimination Act 2005 gives all public bodies a duty to have regard to the need to eliminate discrimination and harassment on grounds of disability and promote positive attitudes towards disabled people. Tackling bullying of disabled people is a key part of fulfilling this duty.

## Resources

### Local Camden help:

#### **Young Victims of Bullying and Crime, Camden Victim Support**

Provides free and confidential emotional support and practical guidance to young victims of bullying or crime, in person and via a dedicated young people's freephone number, 0800 731 5801.

### Other useful websites and telephone numbers:

#### **Beatbullying**

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

Tel: 0845 338 5060

[www.beatbullying.org](http://www.beatbullying.org)

#### **Bully Free Zone**

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

Tel: 01204 454958

[www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

#### **Bullying Online**

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

[www.bullying.co.uk](http://www.bullying.co.uk)

#### **ChildLine**

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

Tel: 0800 1111

[www.childline.org.uk](http://www.childline.org.uk)

#### **Children's Legal Centre**

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel: 0800 7832187

[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

#### **Education for All**

Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel: 020 7593 1851

[www.stonewall.org.uk/education\\_for\\_all](http://www.stonewall.org.uk/education_for_all)

**Kidscape**

Provides training for professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.

Tel: 020 7730 3300

[www.kidscape.org.uk](http://www.kidscape.org.uk)

**Leap Confronting Conflict**

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel: 020 7272 5630

[www.leaplinx.com](http://www.leaplinx.com)

**Mencap**

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel 020 7454 0454

[www.mencap.org.uk](http://www.mencap.org.uk)

**Miss Dorothy.com**

Provides a programme which offers an approach to learning about personal behaviour and safety for four to 11 year-olds.

Tel 0870 759 3388

[www.missdorothy.com](http://www.missdorothy.com)

**National Autistic Society**

Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.

Tel 0845 0704004

[www.autism.org.uk](http://www.autism.org.uk)

**National Children's Bureau**

Promotes the voices, interests and wellbeing of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.

Tel 020 7843 6000

[www.ncb.org.uk](http://www.ncb.org.uk)

**National Society for the Prevention of Cruelty to Children (NSPCC)**

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 020 7825 2500

[www.nspcc.org.uk](http://www.nspcc.org.uk)

**Parentline Plus**

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

**Victim Support**

Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900

[www.victimsupport.org.uk](http://www.victimsupport.org.uk)

## Appendices

### Appendix 1: guidance for developing anti-bullying policies in schools

Involving parents, children, young people and staff in the development and monitoring of an anti-bullying policy is key to raising awareness and developing a shared understanding of the issues and the ways to challenge and prevent bullying.

The guidance below suggests that the best anti-bullying policies will demonstrate the following:

(Source: 'Evaluation of Anti-Bullying Policies in Schools in Wales', Epstein, Dowler, Mellor, Madden).

#### 1. Consultation

Evidence of consultation with pupils, governors, staff and parents throughout and details of the consultation processes that took place.

#### 2. Definitions of bullying

Provide a clear definition of bullying which indicates some of the complexities of bullying. Such definitions mention power as an issue in bullying and elaborate on definitions of bullying through the use of examples and reference to bullying related to social categories (e.g. race, gender, sexuality, disability).

#### Example

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying can be:

- emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- verbal – name-calling, sarcasm, spreading rumours, teasing;
- physical – pushing, kicking, hitting, punching or any use of violence.

Bullying frequently focuses on individual differences but can also focus on shared characteristics that differentiate someone. For example:

- racist – racial taunts, graffiti, gestures;
- sexual – unwanted physical contact, sexually abusive comments, gossip;
- homophobic – because of, or focussing on the issue of sexuality.

Bullying is not when two people have an occasional fight or disagreement.

All children should receive an education free from humiliation, oppression and abuse.

### 3. **Ability to identify behaviour as bullying**

Specific attention being paid, usually in a separate section, to the dynamics of racist, homophobic and sexist bullying. They also use examples taken from children's own accounts of bullying. For example: Bullying may seize upon aspects of body shape or appearance or focus on parental or cultural lifestyles. It may also reflect on parental ignorance and bigotry or neighbourhood feuds. Sexual bullying may involve misogyny or homophobia and focus on alleged sexual attractiveness or lack of it.

This is exemplary because it mentions a very common form of bullying and the underlying prejudices and bigotries that feed it.

### 4. **Strategies for the school**

A whole school strategy that gives a clear explanation of the various ways in which the strategy will be implemented, including how the curriculum will be used.

#### **Example**

A very good policy identified bullying as a cross-curricular theme and as a particular theme in PSHEE and was quite specific about the type of activities that would take place including 'work on bullying using role play and drama lessons in years 7, 8 and 9'. The same school gave detailed consideration to the environment and supervision in corridors and the playground as well as classrooms, the school ethos, communication within the school and with parents and governors.

### 5. **Strategies for parents**

Provide information to parents about how they can be involved in consultation about the school's anti-bullying policy, as well as guidance for parents of both victims and perpetrators of bullying.

#### **Example**

The role of parents:

- Inform the school if you are aware or suspect bullying is taking place.
- Encourage children to be friendly and tolerant to others and not to be aggressive.
- Support the school if further action needs to be taken.

Parents of students who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate via the relevant pastoral staff, in consultation with the deputy headteacher.

### 6. **Strategies for pupils**

Give clear details about a range of ways for pupils to report bullying, including indirect ways and information about the support available for both victims and perpetrators. Include strategies for students to adopt in relation to bullying.

### **Example**

A primary school detailed the use of a 'bully box' which children could use to report bullying directly to the head by putting notes in it. The headteacher was the only person to open this box and she would investigate any reports of bullying by talking to the children involved and would take action to deal with it. The same school had a simple set of 'golden rules', including taking care of each other, and a 'golden pupil' award.

A secondary school noted the importance of supporting both bullied and bullying students – whilst maintaining that sanctions will also be used against bullying students. It also recognised that consultation with the bullied student regarding the action to be taken was key.

Another school that described itself as a 'telling school' gave potential routes for students to voice their concerns, including mentors and form teachers. Parents were also welcome to contact senior staff to express concerns.

## **7. Procedures**

Include clear procedures to deal with incidents of bullying that differentiate between staff, parents and pupils. Include details of monitoring and review processes.

### **Example**

Once bullying concerns have been expressed these should be dealt with by either the form teacher, the year head or assistant head. The normal stages would be to:

- talk to bully victim;
- talk to alleged bully;
- design coping strategies for the victim to avoid the situation;
- alert teachers to the issue; and
- allow the victim and bully to meet and discuss issues in a supportive, safe environment.

Sanctions on bully:

- contact home;
- detention;
- internal exclusion; and
- exclusion.

Every case is different and will require different solutions. However, the policy should be upheld so that any victim of bullying can see that the issue is dealt with and resolved.

# Bullying – A Charter for Action

Name of School \_\_\_\_\_

Name of Local Authority \_\_\_\_\_

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. Good practice suggests the policy should be reviewed on average every two years.
- ✓ Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- ✓ Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- ✓ Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.
- ✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.

\_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Representative of pupils

\_\_\_\_\_ Date

**NASUWT**  
www.teachersunion.org.uk



n|gla National Governors' Association



**ASCL** Association of School and College Leaders

**NAHT** National Association of Head Teachers

department for  
**children, schools and families**

**ADCS**  
Leading Children's Services



**PAT**  
Professional Association of Teachers

**UNISON**  
the public service union

**PGR**  
Network  
www.pgrnet.org.uk

# Ideas for schools to consider

To assist schools in drawing up their anti-bullying policy, the Department has issued revised guidance to schools entitled 'Safe to Learn: Embedding Anti-Bullying Work in Schools', as well as advice and materials on prejudice-driven bullying and cyberbullying. In addition, we recommend schools use the following prompts when determining and evaluating their policy.

## ✓ Discuss, monitor and review

- Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school?
- What is our school doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
- Do we celebrate our successes and draw these to the attention of parents/carers?

## ✓ Support everyone in the school community to identify and respond

- Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
- Do we actively provide systematic opportunities for developing pupils' social and emotional skills to reduce bullying?
- Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through corridor displays; through the School Council; through peer support; and through teaching about online safety?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, LSU staff to identify bullying and follow school policy and procedures on anti-bullying?

## ✓ Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in school?

- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school's student planners? Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?
- Do we work with children and young people who have been bullying in order to address the problems they have?
- ✓ **Ensure that parents/carers expressing bullying concerns have them taken seriously**
- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school gates that give rise to bullying?
- ✓ **Learn from effective anti-bullying work elsewhere**
- Have we invited colleagues from a school with effective anti-bullying policies to talk to our staff?
- Have we involved local experts or the voluntary sector in any way?

Gill Morris, strategy manager (personal development and wellbeing)  
and Alison Renouf, ECM strategy and development officer  
Children, schools and families  
Camden Council  
218 Eversholt Street  
London NW1 1BD

Tel: 020 7974 7302 / 020 7974 3609  
Email: [gill.morris@camden.gov.uk](mailto:gill.morris@camden.gov.uk)  
[alison.renouf@camden.gov.uk](mailto:alison.renouf@camden.gov.uk)

