

Report for scrutiny: Sam Beal; Partnership Adviser Health and Wellbeing June 2013

1 Local Authority support for schools

1.1 The Local Authority provides support for whole school approaches to anti-bullying and equality. In addition parents and carers who have concerns that their child is being bullied and the school is not responding effectively can contact the Access to Education Service. A risk assessment screening process has also been put in place for the victims of bullying and prejudice based incidents in partnership with the Neighbourhood Schools Officers (Police) and Community Safety Team.

1.2 From September 2012, the Local Authority has requested that schools return their bullying by type data to support city wide monitoring. This data will be collated and reported to various groups including head teachers, the Learning Partnership, the Racial Harassment Forum, the Disability Hate Incident Forum and the LGBT Safety Forum. Some local authorities no longer require schools to return any data.

1.3 The Local Authority provides guidance to schools. In September 2012 the *Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools* was disseminated to all schools. This guidance provides definitions of bullying, prejudiced based incidents and types of prejudice, offers a rationale for recording bullying and prejudice based incidents by type and ideas for how to do this effectively. It also covers the risk assessment process outlined in 1.1 and how to report incidents to the Hate Incident and Anti-Social Behaviour Case Work Team. Training has been provided in identifying challenging and recording bullying and prejudiced incidents.

1.4 The Local Authority in partnership with Health co-ordinates and analyses an annual Safe and Well School Survey for Years 4-11 (7 years old to 16 year olds) and is planning to provide this for Colleges in 2013. This survey asks questions about experiences of bullying and safety in school. Each school is provided with their own data set and the data from across the city to compare themselves with city averages. All secondary schools, four special schools and all but three primary and junior schools participated in the 2012 survey. The Learning and Partnership Unit reviews individual school data with each secondary school and with primary schools where data is significantly above the city average.

1.5 The Healthy Settings Programme requires schools to have anti-bullying provision in place to secure Healthy School Status. Anti-bullying and equality are city wide priorities which schools can choose as their Planning for Change project.

1.6 The Learning and Partnership Unit offers some whole school anti-bullying and equality training to schools. Over the last academic year this has focused on support for staff teams to identify, challenge and record prejudiced based bullying and incidents. This has been offered as central training attended by 16 schools and as school-based training delivered in 10 schools with more planned. Historically a range of training has been provided including training to develop pupil / student social and emotional aspects of learning (SEAL). In addition the Learning and Partnership Unit offers schools anti-

bullying and equality monitoring visits; these have taken place in 4 secondary schools and 2 primary schools since April 2012. The Learning and Partnership Unit has liaised with Kidscape to provide training in supporting bullied young people for secondary schools in November.

1.7 The Learning and Partnership Unit provides training and resources to support schools to develop the anti-bullying and diversity aspects of the PSHE education curriculum. This includes resources on Family Diversity, Gender Stereotyping, and Disability Equality. Gypsy Roma Traveller Awareness, Human Rights, Cultural Diversity, Sexual Orientation and anti-homophobia, biphobia and transphobia. These resources are shared with schools through the Virtual Learning Environment Pier2Peer.

1.8 The Learning and Partnership Unit provides training, consultancy and resources to support schools to meet the requirements under the Public Sector Duty under the Equality Act to publish information and objectives. The Learning and Partnership Unit is also monitoring school compliance and working with schools that have not yet completed this task.

1.9 A range of other Local Authority services support equality and anti-bullying work in schools including the Ethnic Minority Achievement Service, Traveller Education Service, Community Mental Health and Wellbeing, Education Psychology Service, Participation Team, Youth Offending Service (Restorative Justice) and the Access to Education Service.

2 Partnership Working

2.1 The Learning and Partnership Unit co-ordinates and chairs the Anti-Bullying and Equality Strategy Group which includes Local Authority and community and voluntary sector partners. This group has developed a statement of commitment which is to be signed off by the Learning Partnership, has agreed definitions and is developing an action plan.

2.2 The Learning and Partnership Unit has a long history of working in partnership with Allsorts Youth Project to improve LGBT anti-bullying work in schools. This has included staff training, resource development and the use of Allsorts peer educators within staff training and PSHE lessons. This work resulted in Brighton & Hove being awarded first place in Stonewall's Education Equality Index in 2012. Currently policy and practice is being developed to support transgender or gender questioning children and young people and challenge transphobia.

2.3 The Learning and Partnership Unit has worked in partnership with the Traveller Education Service to develop resources for PSHE and staff training for schools. The Learning and Partnership Unit also promoted the theatre in education production Crystal's Vardo, developed by Friends and Families and Travellers.

2.4 The Learning and Partnership Unit has been commissioned to work in partnership with Rise to develop whole school approaches to the prevention of domestic abuse and sexual exploitations. This work is in the early stages but includes curriculum work on healthy relationships, gender stereotyping and activities to prevent and respond to sexist and sexual bullying.

2.5 The Learning and Partnership Unit supported Mosaic in the development of its Cric! Crac! story telling project and is working in partnership with Mosaic, Black and Minority Ethnic Young People's Project and a secondary school to pilot work consulting with the parents and carers of BME students.

2.6 A range of colleagues from the community and voluntary sector have been invited to attend PSHE Consortium and network meetings to talk with schools about the services they offer. These include Safety Net, Young Carers Project, YMCA Homeless Project and Allsorts.

3 Community and Voluntary Sector and private sector

3.1 Schools access a range of support from outside of the Local Authority and are not required to report to the Local Authority information about additional support received. Therefore, there will be good practice not known about by the Local Authority. Support known to be delivered in Brighton & Hove includes commissioning Safety Net to develop playground buddies and for groups to support the victims of bullying, Theatre in Education companies such as Big Foot, and schools will attend a range of training including from organisations such as Show Racism the Red Card. Some schools are working with colleagues from the Universities to develop the use of sociograms or develop resilience, for example.

4 Examples of work in schools

4.1 All schools have anti-bullying policies and to be a Healthy School are required to review these in consultation with the whole school community every three years.

4.2 All schools deliver PSHE which will include learning opportunities which develop social and emotional skills, empathy, resilience, self-awareness, assertiveness, understanding of the impact of bullying and strategies for challenging and responding to bullying.

4.3 All schools participate in Anti-Bullying Week activities and many celebrate additional equality calendar events such as Black History Month and LGBT History Month. Assemblies, enrichment days and theatre in education are also used to prevent bullying behaviour.

4.4 Schools provide a range of responses to bullying for the targets and perpetrators including restorative justice, circle of friends, small group work and referral to other services and support.

4.5 Many schools use their School Councils, buddies and peer mentors to promote pupil and student involvement in anti-bullying work.

KS2: Bullying figures 2008-2012

Overall Bullying 2012

- Overall responses to the KS2 Safe and Well at School Survey (SAWSS) 2012 survey show that 19% stated they have been bullied this term. BASE: 5339
- When asked if the bullying experienced had stopped; 24% stated it had, 25% stated it hadn't and 51% stated they were unsure and it could happen again. BASE: 1067
- 29% of students have seen somebody else bullied at school this term. BASE: 5316

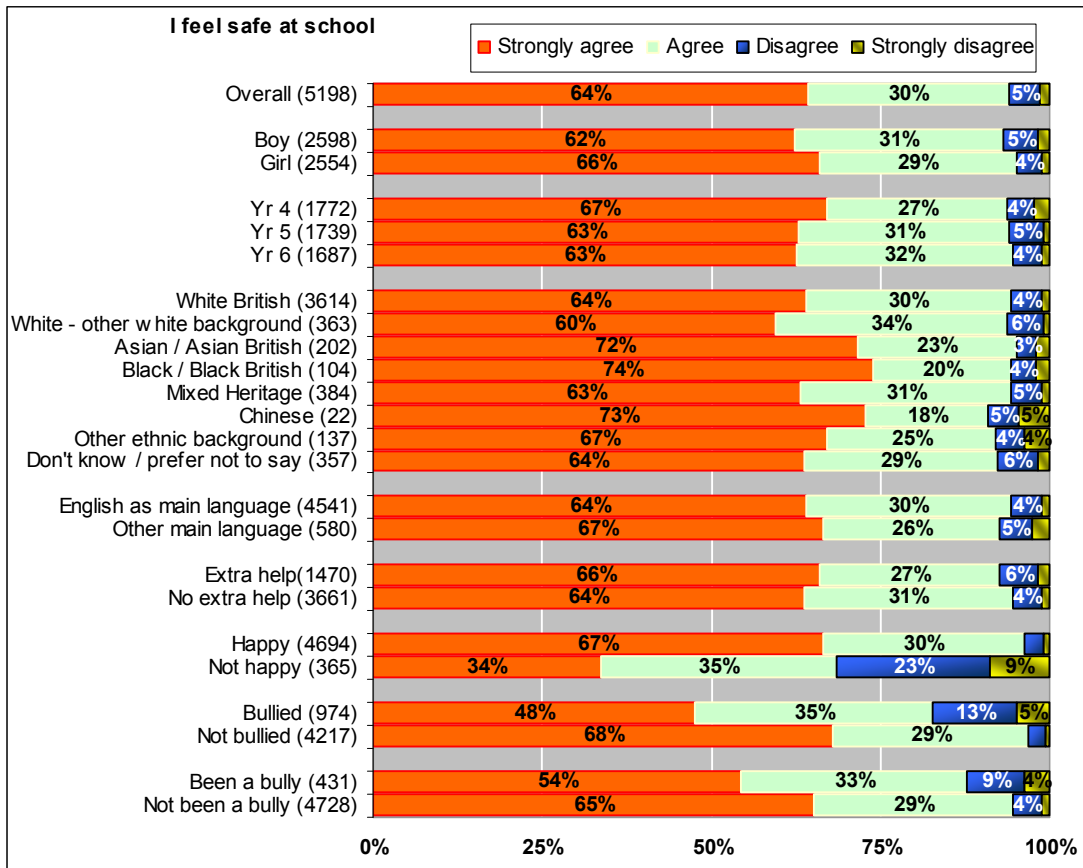
Headline Findings 2012

- There are no significant differences on bullying rates between boys and girls or between ethnic groups.
- Overall the most common form of bullying was name calling / teasing.
- The most common reason for bullying was around appearance.
- The playground was the most commonly reported place where bullying had taken place.

Trend Data – KS2

Statement (% Strongly agree or agree)	2012	2011	2010	2009	2008	2007	2006	2005
Been bullied this term	19%	21%	24%	23%	22%	27%	28%	33%
I enjoy coming to school	90%	89%	87%	89%	88%	87%	85%	N/A
My school is good at dealing with bullying	87%	85%	84%	85%	86%	84%	79%	N/A

What was the bullying about?	2012	2011	2010	2009
Appearance	30%	25%	26%	28%
Ability	18%	15%	15%	24%
Homophobia	9%	15%	16%	7%
Class or family background	8%	8%	10%	9%
Racism	10%	4%	5%	4%
Disability or special need	6%	5%	5%	5%
Gender	10%	13%	12%	10%
Religion	6%	5%	3%	6%
Transphobia	5%	-	-	-



Secondary Schools (KS3 & KS4):

Overall Bullying 2012

- Overall responses to the SAWSS 2012 survey show that 14% of students stated they have been bullied at school this term. BASE: 8089
- When asked if the bullying experienced has stopped; 20% stated that it had, 29% stated it hadn't and 51% of students stated they were unsure and could happen again. BASE: 1252
- 38% of students stated they had witnessed bullying at school this term. BASE: 8070

Headline Findings 2012

- Girls are generally more likely than boys to tell someone if they have been bullied. For girls this would generally be someone the respondent would have had a close relationship with.
- Generally those in older years are less likely to have told anyone that they have been bullied.
- LGB students are less likely to tell teachers or parents but are more likely to confide in all other categories of people except siblings.
- Overall the most common form of bullying is verbal bullying.
- The most common reason for bullying is based around appearance.
- Homophobic bullying seems to increase through year groups.
- The classroom is the most likely place for students to be bullied in.
- Generally boys are more likely to be bullied by boys and girls are more likely to be bullied by other girls.
- Boys and girls are equally likely to be bullied by groups
- LGB students are more likely to experience bullying by a group and heterosexual students are more likely to experience bullying by one person.
- The largest proportion of students when witnessed bullying at school this term did nothing.

Trend Data – KS3 & KS4

Statement (% Strongly agree or agree)	2012	2011	2010	2009	2008	2007	2006	2005
Been bullied this term	14%	16%	17%	15%	22%	27%	25%	26%
I enjoy coming to school	78%	76%	77%	79%	79%	72%	71%	72%
My school is good at dealing with bullying	66%	63%	69%	69%	68%	63%	55%	54%

What was the bullying about?	2012	2011	2010	2009
Appearance	48%	49%	49%	59%
Ability	20%	15%	17%	29%
Homophobia	13%	12%	16%	17%
Class or family background	12%	13%	11%	23%
Racism	10%	9%	10%	9%
Disability or special need	6%	8%	7%	10%
Gender	4%	6%	6%	9%
Religion	5%	6%	5%	6%
Transphobia	2%	-	-	-

I feel safe at school

