

# **‘Roar Like a Lion’**



***Leicester City's Anti-Bullying Strategy***

***2014 – 2016***

## **FOREWORD**

On behalf of Leicester City Council I am pleased to welcome you to Leicester's Anti-Bullying Strategy 2014 - 16 'Roar Like a Lion'. The overall aim of the strategy is to develop sustainable ways of tackling bullying. It describes our vision, key priorities and strategic action for securing improvements to tackling bullying in Leicester.

Roar like a Lion started in 2007 and arose out of participation work with young people. The strategy is grounded in local needs but is also informed by recent national developments and policy including recent DfE guidance on preventing and tackling bullying, and the Stonewall Education Equality index.

As the elected anti-bullying champion I want to pay tribute to our other champions in schools and partner agencies. Their co-operation and energetic joint working has ensured Roar Like a Lion Plan is a product of real multi-agency working.

Recognising the good work that the Anti-Bullying Strategy has achieved since it started, we have included a number of 'good practice' boxes throughout the document.

**Councillor Vi Dempster**

Assistant City Mayor  
Children's Services  
Leicester City Council

## 1. Aim and Purpose of the Strategy

### Introduction

This revised Anti-Bullying Strategy 'Roar like a Lion' has been developed to reflect recent changes and developments to City anti-bullying services. This strategy is focused at:

- Formal and informal schools, including maintained schools, academies, free schools and Madrassas, as well as After School clubs and emerging community groups
- Other settings and service provision for children and young people

The overall aim of the strategy is to develop and establish an effective and sustainable framework within which the following key strategic strands are implemented:

- a) Strategic development of strategy (management, leadership and accountability)
- b) Developing best practice (training, guidance and support)
- c) Communication and publicity
- d) Participation of Children and Young People
- e) Collection and management of data

(More detail on these can be found in Appendix 1)

### Roar Like a Lion' - Leicester City's Anti-Bullying Strategy

Leicester's Anti-bullying Strategy 'Roar like a Lion' has been in existence for 7 years and was established alongside the Anti-Bullying Group. It arose out of participation work with young people where a young person stated that the strategy needed to 'Roar like a Lion' if it was going to be effective.

The strategy contributes towards a number of local and national priorities:

- DfE guidance on preventing and tackling bullying (2014)
- Independent School Standard Regulations (2010)
- Children's Act (1989)
- The Education and Inspection Act (2006)
- The Equality Act (2010)
- Leicester City Council Staying Safe Surveys (2014)
- Stonewall Education Equality Index
- Special Educational Needs and Disability Code of Practice (2014)
- New National Curriculum Framework for PHSE (2013)
- 'Please Miss I'm being bullied'
- Leicester's Children and Young People's Plan (2014 – 17)
- National Anti-Bullying Week
- Disabled children's 'Big Mouth Forum' participation group

## Guiding Principles

Leicester City Council has agreed a number of guiding principles underpinning anti-bullying work:

- Bullying is not a normal and inevitable part of growing up.
- It is a priority to address all forms of bullying in schools and all children and young people should be supported to learn in a safe, secure and supportive environment.
- All schools and settings must have an effective anti-bullying policy based on a partnership with pupils, parents, governors, staff and the wider community.
- Cultural diversity, equality and tolerance within the multicultural community must be embraced. All forms of bullying, but particularly prejudice related bullying, are a threat to both present and future community cohesion.

## **2. What is Bullying?**

The Local Authority defines bullying as:

- 'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally' (DfE 2014)
- The use of aggression with the intention of hurting another person.
- An act that results in pain and distress to the victim. It is usually conscious and wilful and commonly consists of repeated acts of aggression and/or manipulation.
- An act that can take a number of forms: both physical and non-physical, either in combination or in isolation.

DfE guidance (2014) also states that bullying behaviours take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities'. Children and young people describe the most common ones to be:

- Physical e.g. hitting, kicking or theft using physical aggression.
- Verbal e.g. racist or homophobic remarks, hurtful comments or threats.
- Indirect/Emotional e.g. spreading rumours, isolating individuals from their social settings.
- Cyber-bullying e.g. using technology to hurt another via text messages, emails or defamation on social network sites.

The scope of this strategy encompasses all types of bullying including prejudice based bullying. Specific types of prejudiced based bullying are:

- Homophobic bullying - bullying based on someone's actual or perceived sexual orientation.
- Transphobic bullying – bullying aimed at a transgender person due to their gender identity.
- Racist bullying - bullying based on someone's colour, ethnicity, culture or national origin (this includes both established and new communities in Leicester).

- Bullying based on religion or beliefs.
- Disablist bullying - bullying based on disability or special educational need.
- Sexist bullying - bullying based on someone's gender.
- Bullying related to someone's appearance or health conditions which affect appearance or behaviour.

This strategy also targets discriminatory language use, including homophobic and disablist language. This can be directly aimed at a victim or used indirectly, in a derogative way:

"The vast majority of teachers - nine in ten secondary schools (89%) and seven in ten primary schools (70%) - hear pupils use homophobic language. " (Stonewall Teacher's Report, 2014).

"Almost 70% of teachers have heard discriminatory language and behaviour aimed at students with Special Educational Needs and Disability, (SEND)." (Anti-Bullying Alliance, 2014).

Leicester's strategy recognises and responds to research that children and young people from vulnerable groups are more likely to be bullied than others.

### **3. Effective Strategic Partnerships/Monitoring and Evaluation**

Ultimate responsibility for anti-bullying in the Local Authority rests with the Director, Social Care and safeguarding who chairs the Leicester City Stay Safe group. However, for the Local Authority tackling bullying is the responsibility of all who work with, or are responsible, for children and young people.

It is expected that:

- Schools, settings and Children's Services will sign up to and support this Anti-Bullying Strategy and include anti-bullying work within their respective planning processes.
- Schools, settings and Children's Services will hold shared values, purposes and goals linked to the relevant strands within the Strategy.
- Education, Health, Social Care and the voluntary sector will be encouraged to work collaboratively to share best practice, anti-bullying data and promote new initiatives.

#### Key Strategic Strands

There are five operational strands underpinning the Anti-Bullying Strategy and the work of the Anti-Bullying Steering Group:

- a) Strategic development of strategy (management, leadership and accountability)
- b) Developing best practice (training, guidance and support)
- c) Communication and publicity
- d) Participation of Children and Young People
- e) Collection and management of data

More detail on these can be found in Appendix 1.

### Operational Development

The strategic strands above form the basis of this strategy. The Mental Health Manager, in consultation with the Anti-Bullying Steering Group, will co-ordinate the implementation of the Strategy. Key activities in the Strategy form the basis of benchmark indicators to measure its success. Regular analysis of data collected from schools, settings and Children's Service partners will highlight trends and emerging priorities.

An Anti-Bullying Steering Group plans and progresses this Strategy. Meetings are held three times per year at Collegiate House. Agenda items include the notes of previous meeting, action points and progress of the Anti-Bullying key strategic strands.

The Terms of Reference in Appendix 1 sets out the membership and responsibilities of the Anti-Bullying Steering group.

## **4. Contact**

We want to hear what you think of this strategy.

- Have we missed anything out?
- Is it working?
- Do you have any ideas to help us improve it?

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## APPENDIX 1

### Key Strategic Strands

#### a) Strategic development of strategy (management, leadership and accountability)

##### Implementation:

##### Local Authority

- Strategic lead for anti-bullying in the City established
- Strategic management of anti-bullying across the city established
- Leicester City's vision as an Anti-Bullying City developed
- City councillor identified as Leicester City Anti-Bullying Champion
- City wide reporting, recording and monitoring schemes developed
- Effective strategic partnerships developed across the city involving statutory and voluntary agencies and organisations.

##### Schools and Children Services

- All Services who work with children and young people are required to promote the emotional health and well-being of all children and young people and have effective behaviour and anti-bullying programmes in place
- All Schools, settings and Children's Services should have a named anti-bullying champion.
- All Schools, settings and Children's Services should sign up to the Leicester City Anti-Bullying-Charter for Action and work towards Leicester's Anti-Bullying Community (ABC) Award.
- All Schools, settings and Children's Services teams should have an agreed definition for bullying and where applicable a child friendly definition which is age appropriate.
- Behaviour and Anti-Bullying policies should be robust, fit for purpose and applied consistently. Managers, staff, parents, governors, children and young people should be fully aware of their anti-bullying policy and procedures and their role in its successful implementation.
- Managers, staff, parents, governors, children and young people should be consulted and involved when policies are reviewed.

##### Key Activities:

- Strategic management of anti-bullying across the city developed by multi-agency steering group, led by an appointed strategic lead officer supported by elected members.
- Leicester City will support an online reporting and recording system to monitor levels of bullying and the effectiveness of the Anti-Bullying Strategy and school policies and procedures.)
- All schools and settings will be supported to develop an effective behaviour/anti-bullying policy that is owned, understood and implemented by all managers, staff, parents, governors, children and young people.
- The Anti-Bullying lead for Leicester and the Anti-Bullying Steering group, in partnership with Schools, settings and Children's Services, will ensure that information, guidance

and support related to policy, practice and procedures will be available to all parents and the wider community.

- Leicester City will require evidence of anti-bullying policy and practice as part of its commissioning of services for children and young people.
- Leicester City will support Schools, settings and Children's Services to undertake regular evaluations of their anti-bullying policies and procedures through the development of the Anti-Bullying Community Award (ABC) in order to measure their effect on the lives of children and young people.
- The Local Authority will work in partnership with schools to respond to complaints about bullying in order to meet our responsibility for a duty of care to children.

## **b) Developing Best Practice (Training, Guidance and Support)**

### **Implementation:**

- All Schools and settings and Children's Services should have easy access to up to date and relevant information, guidance and support.
- The Anti-Bullying Champion should receive specialist training and support to increase their capacity to provide advice to colleagues and lead in the development of a robust anti-bullying programme within their setting.
- All staff working with children and young people should have access to training and awareness raising courses.
- All parents and carers should have access to information, guidance and support to help them deal with bullying incidents involving their own children.
- The Anti-Bullying Strategy will provide opportunities for Schools, settings and Children's Services to build on existing best practice within the Local Authority to increase their capacity to successfully address bullying and develop sustainable anti-bullying programmes.
- Evidence based practice will inform future planning by identifying what works well and focusing on the Local Authority "Anti-Bullying Community (ABC) Award".
- Best practice will be identified primarily through:
  - The Anti-Bullying Steering Group
  - Children and Young Peoples consultation and participation
  - Primary and Secondary Behaviour and Attendance National Strategies
  - ABA Regional and National networks
  - Primary and Secondary SEAL programme
  - Local collaborative initiatives
  - Text Someone data
  - Staying Safe Anti-Bullying surveys

### **Key Activities:**

- Information, guidance and support in a range of forms (e.g. newsletters, online information, policy documents, etc.) will be developed and be easily available.
- A regular programme of specialist training courses and briefings for Anti-Bullying Champions will be organised by the Local Authority to give them the skills to cascade information, guidance and support within their organisations.

- Staff/governors should attend relevant training regularly to update anti-bullying knowledge.
- The Local Authority will provide information and guidance for Anti-Bullying Champions. It will be up to date and relevant to the individuals and organisations concerned. It will be based on best practice and both national and local research.
- The Local Authority will support the development of effective pro-active and reactive strategies and approaches in schools and settings.
- General anti-bullying training courses will be available for all who work with, or are involved with, children and young people.
- Information, guidance and support in a variety of formats, including on-line, will be available to parents and carers.
- The Local Authority will undertake regular audits to identify and share local best practice.
- The Local Authority will identify best practice available, regionally and nationally and communicate this to partners.
- The Local Authority will continue the ABC award scheme, which will provide quality assurance and recognition of best practice in all settings.

### **c) Communication and Publicity (Internal and External)**

#### **Implementation:**

- Schools and settings, Children's Services, parents/carers, children and young people will be informed of local, regional and national anti-bullying initiatives and events as well as progress of the Anti-Bullying Strategy.
- The Local Authority will actively publicise and promote the Strategy and the activities of all involved in anti-bullying work, both to partners and the community as a whole.

#### **Key Activities:**

- A range of formats will be developed to communicate key elements of the Anti-Bullying Strategy to schools and settings, Children's Services, parents, children and young people e.g. Virtual Learning Environment, media releases, reports, newsletters, consultancy and Local Authority web pages.
- The Local Authority will develop the existing anti-bullying web pages to signpost parents, children and young people to a range of anti-bullying resources, advice and support.
- The Local Authority will produce a termly Anti-Bullying Newsletter.
- The Anti-Bullying lead and Steering Group will plan opportunities such as National Anti-bullying Week to raise awareness, promote the Strategy and profile existing best practice both locally and nationally through the media.
- The Anti-Bullying Strategy will be communicated externally to a range of audiences including the Department for Children, Schools and Families (DCSF), National Strategies, the Anti-Bullying Alliance (ABA) and Stonewall Education Equality index in order to gain regional and national recognition.

## **d) Participation of Children and Young People**

### **Implementation:**

- The Local Authority is committed to children and young people's participation at all levels. They will play an instrumental role in shaping the Anti-Bullying Strategy.
- The Local Authority will consult with children and young people to identify issues around bullying, including evidence of best practice.
- The Local Authority will promote and encourage direct student participation in anti-bullying initiatives, particularly peer-led programmes.

### **Key Activities:**

- The Anti-Bullying lead and Anti-Bullying Steering Group will seek regular and planned opportunities to promote the participation of children and young people in all aspects of anti-bullying work.
- The Local Authority will use a range of mechanisms to consult children and young people e.g. Annual surveys, conferences, School Councils, youth groups, Youth Parliament.
- All Children's Service providers will consult with children and young people when monitoring, evaluating and reviewing their anti-bullying policy and practice.
- Across the Local Authority children and young people will be encouraged and supported to become involved in peer led activities such as school councils, peer support, peer mediation, mentoring and befriending which impact on bullying behaviours.
- All schools and settings will be encouraged to elect Junior "Anti-Bullying Champions" that will ensure students have a clear opportunity to be involved in both school and Local Authority anti-bullying activities and initiatives. These could be individuals or groups such as school councils or peer support groups depending on school circumstances.

## **e) Collection and Management of Data**

### **Implementation:**

- A priority of the Anti-Bullying Strategy will be the development of a clear, simple and centralised system to gather, collate and analyse data.
- The Local Authority will support Schools and settings and Children's Services to undertake regular evaluations of their anti-bullying policies and procedures through the continuation and renewal of the ABC award to measure their effect on the lives of children and young people.
- Review existing methods of collecting data, including the need to take account of:
  - Current anti-bullying practice and its effectiveness.
  - Annual anti-bullying pupil perceptions survey
  - Reporting and recording incidents across the Local Authority
  - Needs analysis of key Children's Services providers on basis of results.
  - Tell Us Surveys.
  - DCSF surveys.
  - ABA questionnaires.

**Key Activities:**

- The Anti-Bullying lead and Anti-Bullying Steering Group to:
  - Identify existing data collecting systems in place, and consider their purpose and effectiveness.
  - Identify information required to support the Anti-Bullying Strategy.
  - Work collaboratively to review existing systems for gathering anti-bullying data and come to a consensus as to which are essential.
- Establish a common agreement for the centralised gathering, collation, analysis and use of anti-bullying data.
- The Strategy will support, assist and encourage schools and settings and Children's Service to monitor and evaluate the effectiveness of their anti-bullying programmes.
- Data collected by partners will inform future planning and measure the effectiveness of the Anti-Bullying Strategy.
- An effective system for monitoring and recording bullying incidents within the Local Authority will continue, using Text Someone.
- The development of the Anti-Bullying Community Award (ABC) for schools initially and then to be rolled out to all Children's Service providers.

## APPENDIX 2

### Anti- Bullying Steering Group Terms of Reference - September 2014

1	Purpose of Group	The purpose of the Group is to plan and progress Leicester City's Anti-Bullying Strategy for 2014 - 2016.
2	Membership	Leicestershire Police Social Care Voluntary sector Local charity groups School Development Support Agency Safeguarding Children Board Schools and Colleges Youth Offending Service Psychology Service Education Welfare Service
3	Reporting lines	Leicester City Stay Safe Group. (First reporting line). Leicester City Children's Trust Board. Leicester City Health and Wellbeing Board.
4	Chair	Chair: Mental Health Manager, City Psychology Service, Leicester City Council.
5	Quorum	Two Different agencies to be present indoor to achieve a Quorum.
6	Minutes	City Psychology Service will take minutes and distribute to board members not more than 2 weeks after the date of the meeting.
7	Frequency of Meetings	Every three months (termly).
8	Agenda/Notice of Meetings	City Psychology Service will send out the agenda and other papers the week before the meeting
10	Decision Making	Decisions will be based on a consensus by group members.  All parties accept that it is in their best interests to resolve any disagreements at the group.  If a decision cannot be made the chair will propose the best

		way to proceed.
11	Duties	The duties of group members are to plan and progress Leicester City's Anti-Bullying Strategy 2014 - 2016.
12	Resources	ABSG is dependent on partnership working, a willingness to attend meetings and carry out agreed actions. There are no dedicated financial resources for the Group.
13	Report	The Stay Safe Group will report back on progress via the chair of the ABSG who attends the Stay Safe board
14	Location of Meetings	Meetings will be held at Collegiate House (unless otherwise advised)

## Appendix 3

### Anti-Bullying Strategy AIMS 2014-16

Status Key:

**BLUE** = action completed

**GREEN** = action on target for completion within agreed timescale

**AMBER** = action behind schedule but should be completed within reasonable timescale

**RED** = action significantly behind schedule or is delayed/stopped for significant reason

	ACTIVITY	PI/OUTCOME MEASURES	TIMESCALE	MONITORING	NOTES/JUDGEMENT
<b>1. To provide leadership to Leicester City's Anti-bullying strategy</b>	<b>1a.</b> Strategic lead officer for the LCC's AB strategy needs to be appointed. Initially lead in CYPS.	<ul style="list-style-type: none"> <li>DMT lead (CYPS)</li> <li>Discussion and acceptance of lead officer in CYPS first</li> </ul>	Achieved September 2007	PEP led up to July 2014.	BP takes lead from July 2014.
	<b>1b.</b> Set up multi-agency steering group which will steer strategy development, implementation and monitoring.	<ul style="list-style-type: none"> <li>Multi-agency group established – ABSG</li> <li>ABSG have regular termly meetings arranged at beginning of academic year</li> <li>Coordinates and leads AB development in the city</li> <li>Clear statement of aims, purpose &amp; outcomes</li> </ul>	Ongoing	Through minutes	Last meeting 10/11/14  Next meeting arranged for 3/3/15
	<b>1c.</b> Elected member identified as lead for AB in city	<ul style="list-style-type: none"> <li>To champion AB and be public face</li> </ul>	Ongoing	Through ABSG	Cllr Vi Dempster remains AB champion for city.
	<b>1d.</b> Local Authority AB accreditation scheme (ABC award) to evaluate schools AB work	<ul style="list-style-type: none"> <li>Study existing accreditation and create a Local Authority scheme</li> <li>Training &amp; support</li> </ul>	Ongoing	John Whitby leading.	John & Rob to continue work.

	ACTIVITY	PI/OUTCOME MEASURES	TIMESCALE	MONITORING	NOTES/JUDGEMENT
		provided to schools to gain accreditation			
	1e. Develop city-wide bullying incident reporting system	<ul style="list-style-type: none"> <li>Reporting system has been established (Text Someone)</li> <li>Ongoing training to schools</li> </ul>	Pilot completed. Rollout to city schools began 2009.	Via Steering Group. The LA does not have direct access to the Text Somebody data collected by schools.	84 participating schools listed on website.  Essential to raise awareness of service in schools. Refresher training for those already listed?
	1f. AB lead in every school	<ul style="list-style-type: none"> <li>All city schools have named AB lead</li> </ul>	Ongoing	ABSG – part of annual cycle training programme	Update list of AB leads for every school for 2014/15.
	1g. The Local Authority has a system in place to respond to complaints of dealing with bullying incidents	<ul style="list-style-type: none"> <li>Identify lead to take responsibility of dealing with complaints</li> <li>Consider alternative ways of dealing with complaints (e.g. mediation)</li> </ul>	Ongoing – complaints go to PEP	<p>Bhavin Pathak responds to parental complaints. Reports to director (Learning Services &amp; DCS)</p> <p>Mediation available from members of ABSG or CRISP to respond to school complaints if requested</p>	Restorative Approaches to be launched in a number of secondary schools in city.
2. To improve awareness and accountability in schools and in LA for AB work.	2a. Schools to develop clear AB policy accessible to school community (staff, students, parents/carers)	<ul style="list-style-type: none"> <li>“Roar like a Lion” updated &amp; available on intranet and city website</li> </ul>	Jan 2015	Monitored via Removing Barriers management review of SEND in schools. All schools visited once every two years.	Roar like a Lion revised & updated – taking account of AB survey outcomes & cultural diversity in city.
	2b. All managers, staff, parents, governors, children & young people should be fully aware of their AB policy and procedures, and their	<ul style="list-style-type: none"> <li>Number of schools receiving ABC award (or revalidation)</li> <li>Attending AB training provided by city &amp; county</li> </ul>	Ongoing	ABSG – questionnaire	Monitoring needs to be more robust, e.g. talk to heads/governance. Could check attendance to training opportunities.

	ACTIVITY	PI/OUTCOME MEASURES	TIMESCALE	MONITORING	NOTES/JUDGEMENT
	role in its successful implementation				
	<b>2c.</b> Using links in community through Police, local charities (e.g. LGBT centre), and group (e.g. Diversity Hub)	<ul style="list-style-type: none"> <li>Identify ways in which community awareness can be raised: ask those involved for their ideas and about current circumstances</li> </ul>	Ongoing	Representative members are part of ABSG	<p>Mick Graham (Police) attending when possible. At least one LGBT centre representative attending.</p> <p>Community links currently providing feedback on leaflet updates.</p> <p>Potential for new members – advertised in anti-bullying newsletter (Oct 2014).</p>
	<b>2d.</b> Ensure work of ABSG is integrated and linked to CYPP	<ul style="list-style-type: none"> <li>Regular feedback to staying safe development group</li> </ul>	As and when group meets	Bhavin Pathak reports as member of staying safe development group.	BP to now attend development group & take over monitoring.
	<b>2e.</b> Provide INSET for schools and settings (including policy development, implementation and review)	<ul style="list-style-type: none"> <li>Annual cycle of INSET to schools &amp; settings</li> <li>Consultation with schools to identify areas of local need &amp; national priorities</li> <li>Other INSET AB training courses offered</li> <li>Develop document “summary of guidance, support and strategies” for schools &amp; settings</li> <li>Develop directory of support available locally, regionally &amp;</li> </ul>	Ongoing programme of courses established	Via ABSG	<p>Clarify what courses are offered &amp; who delivers these</p> <p>Check status of directory of support</p>

	ACTIVITY	PI/OUTCOME MEASURES	TIMESCALE	MONITORING	NOTES/JUDGEMENT
		nationally (BST and EPS)			
	<b>2f.</b> Achieve national recognition of AB work in schools & LA	<ul style="list-style-type: none"> <li>Apply for Stonewall Education Equality Index 2015</li> <li>Work with schools to obtain information to support application</li> </ul>	Deadline March 2015	Bhavin Pathak + ABSG	Entry for 2015 currently being compiled.
	<b>2g.</b> Schools are regularly informed of AB work across LA, including learning & development opportunities and local support services	<ul style="list-style-type: none"> <li>Newsletter sent out termly(?) to all schools</li> <li>School have access to updated guidance &amp; information</li> </ul>	Ongoing	Feedback from Schools & attendance at Key Events	Last newsletter edition sent October 2014
<b>3. To produce guidance on AB for schools, settings and other educational establishments in Leicester City.</b>	<b>3a.</b> Produce simple to follow (recommended) step by step AB guidance for schools and others to follow. Similar plans for young people and parents/carers.	<ul style="list-style-type: none"> <li>Develop a range of easily accessible guidance for schools, parents and C&amp;YP.</li> <li>Ensure all schools have suitable procedures to follow</li> <li>Ensure that parents/carers have access to information and guidance that supports them to deal with bullying incidents involving their children</li> </ul>	Review September/October 2014	Bhavin Pathak shared with county council (Sue Bosley) and Rob Osborn.  ABSG	<p>Guidance currently available:</p> <ul style="list-style-type: none"> <li>Advice for parents/carers</li> <li>Worried about bullying (for C&amp;YP)</li> <li>Please miss I'm being bullied (Primary schools - alternative for Secondary?)</li> <li>Cyberbullying (parents/carers)</li> <li>LAC &amp; bullying</li> <li>Bullying in the community (all)</li> </ul> <p>Updated cyberbullying &amp; parents/carers advice leaflets.</p> <p>Bullying in our community</p>

	ACTIVITY	PI/OUTCOME MEASURES	TIMESCALE	MONITORING	NOTES/JUDGEMENT
					leaflets currently under review
<b>4. Engagement of children &amp; young people</b>	<b>4a.</b> Engagement of C&YP in strategy	<ul style="list-style-type: none"> <li>• Regular consultation with students at a sample of schools</li> <li>• Mechanism to consult all children developed via Text Someone</li> <li>• Questionnaires &amp; audits developed</li> </ul>	Ongoing?	AB staying safe survey (2014) outcomes	Conduct survey annually (summer term)  Check status of text someone – review usage/effectiveness
	4b. Using participation and involvement with C&YP to raise their awareness (and others) of AB issues and AB strategy	<ul style="list-style-type: none"> <li>• ABSG agree to promote involvement &amp; participation of C&amp;YP in their activities</li> <li>• Consult C&amp;YP as appropriate</li> <li>• Invite C&amp;YP to participate in courses/conferences</li> </ul>	Ongoing	All members of ABSG to involve C&YP where possible	