Key Activities for Jan 2013 – Dec 2013 – priority areas are highlighted in bold. Progress against the action plan is indicated in italics.

<table>
<thead>
<tr>
<th>Strategic Priority One: Children and Families Voice</th>
<th>Continue to involve, consult and support children, young people and their families in relation to bullying</th>
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<tr>
<td><strong>Young people</strong></td>
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<tr>
<td><strong>1.1</strong> Continue to develop and promote on-line survey for schools and settings to measure incidence of bullying at school/setting level and county-wide and to consult young people. Schools are provided with an Anti-Bullying lesson (primary or secondary) which is run prior to the survey and an individual link to run their own survey. They are then provided with two versions of results (with or without open questions) which have been analysed for them and support is provided to identify what actions they should take as a result. To date 3307 young people from 6 secondary and 4 primary schools have taken part. The survey has recently been promoted again and schools and settings and a number have expressed interest. Results will then be analysed for the county with the support of our data team to provide useful information for the Anti-Bullying strategy and help to set priorities for future work.</td>
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<td><strong>1.2</strong> Continue Oxfordshire Anti-Bullying Ambassador Scheme to involve young people in tackling bullying at school/setting level and to consult them to help develop the strategy. The Oxfordshire Anti-Bullying Ambassador scheme was launched in Anti-Bullying Week 2012 to provide training for children and young people to raise awareness about bullying and run campaigns and initiatives to tackle it in their schools and settings. The scheme has been sponsored by the Oxfordshire Safeguarding Children Board. Since November 2012 4 training events have been held across the county in Didcot, Henley, Oxford City and Bicester. These events have been run by the Anti-Bullying Co-ordinator with partners within CEF and the Early Intervention Service and have been highly successful. So far 27 primary schools and 14 secondary school/settings have joined the scheme and received training with . As a result each school setting has set a specific action plan to tackle bullying and will receive further support to help carry this out. Adults from each school have been provided with information and resources to support young people and tackle bullying effectively. 98% of Adults attending (39 completed forms) rated the events as useful (26%) or very useful(72%). More than 100 young people attended the events.</td>
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<td><strong>1.3</strong> Continue to provide and update good quality web based information for young people on bullying and how to deal with it. Web pages for young people on Oxfordshire’s Youth Websites OXCentric and Boombox are regularly updated and we now have pages for the Ambassador Scheme. <a href="http://oxcentric.oxme.info/cms/content/oxfordshire-anti-bullying-ambassadors-scheme">http://oxcentric.oxme.info/cms/content/oxfordshire-anti-bullying-ambassadors-scheme</a></td>
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<td><strong>Parents/Carers</strong></td>
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<td><strong>1.4</strong> Work in partnership with parenting groups to ensure that parent/carers are consulted, informed and supported by the Anti-Bullying Strategy. Representatives of Parent Partnership and the Public Engagement Team sit on the strategy group and are consulted about the strategy and action plan and how to ensure that parents are consulted and informed.</td>
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<td><strong>1.5</strong> Develop an on-line survey for schools/settings to consult parents about how bullying is dealt with and use data to inform county strategy. This has been piloted by one school with 65 parents taking part and we now need to review and promote the survey to other schools and settings.</td>
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1.6 Continue to log bullying complaints and concerns from parents/carers that come to the notice of the local authority. *This log of complaints and concerns continues to be kept and is being reviewed as part of the development of the new behaviour strategy to ensure that information is shared appropriately.*

1.7 Continue to offer support, subject to capacity, to help resolve complaints about bullying that are not resolved via schools internal complaints procedures. *This service has continued to be offered and has been taken up by a small number of schools and parent/carers.*

1.8 Continue to provide and update good quality web based information for parents/carers on bullying and how to deal with it. *The web pages were last updated in April 2013 and are reviewed on a 6 monthly basis.*

**Strategic Priority Two: Information Management**

**Improve Information management to ensure that data is available to plan, monitor and review the strategy and promote good information management at schools/settings level to ensure they can plan, monitor and review local anti-bullying practice**

2.1 Review the best way to promote good practice in schools for recording and addressing prejudice-related incidents and prejudice-related bullying. Ensure that schools are informed about best-practice and what needs to be reported to the local authority. *Update relevant guidance for schools accordingly including the new arrangements for dealing with hate crimes. The Anti-Bullying Co-ordinator is currently working with the Ethnicity and Diversity Advisory Service to update guidance which will be circulated to schools in July 2013.*

2.2 Update the Anti-Bullying Appendix for the Governors Annual Safeguarding Return to promote good practice in schools and to review whether this would be a way of collecting bullying data for the local authority. *This year returns from the Anti-Bullying appendix of the Safeguarding Return were again low. A meeting took place in May 2013 with representatives of Governors Services, the OSCB and the Safeguarding team to review the Annual Safeguarding Return and develop the best system to gather safeguarding information from schools and promote good practice including in relation to bullying and e-safety. The group is currently developing a Safeguarding Audit tool for schools which will include information about bullying and E-safety.*

2.3 Promote the on-line survey for schools settings and collate this data county-wide to inform the Anti-Bullying Strategy. *A meeting took place with the Public Engagement Team and the data team (May 2013) to plan how the data will be collated county wide. This analysis will take place in term 6 and be available by July 2013 and will help shape the action plan for next year.*

**Strategic Priority Three: Evidence Based Support for Schools and Settings**

Continue to support and work in partnership with schools, settings and children’s support services to ensure bullying is addressed at all levels and is an evidence based approach.

3.1 To establish a system of anti-bullying leads/advocates in the early intervention hubs to ensure that bullying of vulnerable groups is tackled more effectively. *A system of Anti-Bullying leads has been established and one meeting has taken place. As a result guidance for hub workers is being developed to help ensure consistency and promotion of good anti-bullying practice in relation to their work with schools and settings and young people generally. This system will be reviewed as part of the development of the new work groups for the Early Intervention Service.*

3.2 The Anti-Bullying Co-ordinator to co-ordinate the development of an E-safety strategy for the Oxfordshire Safeguarding Children Board to include the tackling of cyberbullying. *An E-safety sub group of the OSCB was set up in September 2012.*
including representatives from within CEF, ICT support, TVP, OSCB, Library Services and Safeguarding Adults Team. A draft strategy has been developed including an action plan which went to the OSCB Board Meeting in May 2013. Developing a consistent approach across agencies and communicating information to young people, families and vulnerable adults remains a challenge and there is a lot of work to be done in this area.

3.3 **To establish a working group to identify and tackle discrimination and bullying of young people from Gypsy, Roma and Traveller communities** An Action plan to tackle bullying related to Gypsies and Travellers has been established in May 2013 and guidance for schools and settings is being developed.

3.4 **To offer a co-ordinated programme of accessible, affordable training to schools and settings to help them respond to and prevent bullying effectively**

Direct Anti-Bullying inset training has been offered and taken up by 6 schools. As part of the Anti-Bullying Ambassador Training adults from 41 schools/settings received free training and resources to support them to respond to a prevent bullying effectively. In Anti-Bullying Week 2012 free briefing sessions were provided in 4 areas across the county and a free resource pack was developed and circulated to all schools. Free cyberbullying and E-safety training is available as part of the OSCB risky behaviour programme. A programme of central anti-bullying training for schools settings is being developed and will be advertised via the OCC LDD site.

3.5 **To further develop an Anti-Bullying Toolkit of strategies and resources that is web based and regularly updated on a range of different issues** Anti-Bullying guidance, toolkits and resources are regularly updated the last update taking place in April 2013. These are available to all schools and settings via the schools web pages [http://schools.oxfordshire.gov.uk/anti-bullying](http://schools.oxfordshire.gov.uk/anti-bullying)

3.6 **To continue to offer a range of training and resources to help schools and settings deal with homophobia and homophobic bullying more effectively as part of our membership of the Stonewall Education Champions Programme**

Oxfordshire continues to be a member of the Stonewall Education Champions Programme and was one of the top ten local authorities in the Stonewall Equality Index (achieving 9th place in 2012). We are continuing to work on this area and to offer training, resources and develop projects to tackle this area.

3.7 **To help schools and settings tackle “identity based bullying” more effectively by the provision of guidance, resources, information and training including the further development of work to support schools with tackling the bullying of young people with Asperger’s syndrome and Autism**

*The Ethnicity and Diversity Advisory Service (EDAS) has provided 3 free workshops to support schools to write SMART equality objectives and policies as required under the Equality Act 2010. They provided key information on schools’ statutory equality duties; enabled participants to have a clear rationale for development, and work collaboratively to improve learning outcomes and experiences for children and school communities at risk of marginalisation or discrimination.*

*In July 2012, EDAS worked with the Anti-Bullying Co-Ordinator and Governor Services to develop and run a workshop, Raising Attainment through effective Anti-Bullying Practice, Raising Attainment of Vulnerable Learners (July 12). Individual schools have also been supported with writing and implementing objectives.*

*EDAS will be running a workshop on ‘Disability Equality – Developing An Accessibility Plan’ at the Vulnerable Children’s Conference (July 2013)*

Further support and guidance is currently being developed for schools regarding **prejudice-related incidents.** This is will aim to
encourage schools to have procedures in place to effectively deal with all prejudice-related bullying and incidents and not just those relating to race.
A toolkit to signpost schools and settings to good practice and resources in relation to bullying and Autism has been planned but not started yet. This will need to be highlighted for the 2nd part of the year.

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<tr>
<th>3.8</th>
<th>To continue to request an annual anti-bullying return from school governors as part of the Annual Safeguarding Return. To analyse information submitted to inform the development of the strategy. To review and update information requested See point 2.2 above</th>
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<tr>
<td>3.9</td>
<td>Continue to offer support to schools and settings to resolve specific incidents of bullying Schools have continued to contact the Anti-Bullying Co-ordinator for help with specific incidents of bullying which is a free service as part of the core offer. Over the past year, support has been offered by the Anti-Bullying Co-ordinator in relation to a total of 23 individual incidents relating to 20 schools (10 of which have been managed restoratively see below section 4.1) Individual support has been offered by the Anti-Bullying Co-ordinator to 17 schools to review their Anti-Bullying policy and procedure and a further 14 secondary schools and settings and 27 primary schools have been offered this support via the Anti-Bullying Ambassador Scheme (see section 1.2 above).</td>
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<td>3.10</td>
<td>Continue to provide advice, support, information and resources to schools and settings to help them respond to and prevent bullying effectively. The Anti-Bullying Web Pages, newsletters, Anti-Bullying Week briefings, school news items etc. all make schools and settings aware of the support available from the Anti-Bullying Co-ordinator role of Anti-Bullying Co-ordinator (pdf format, 118Kb) and highlight the Anti-Bullying professional web pages which contain guidance, advice and information. Web pages are regularly updated with the last update taking place in April 2013.</td>
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<td>3.11</td>
<td>To continue to promote Oxfordshire County Council system for recording behaviour incidents and bullying to ensure that systems for effective recording are further embedded. The recommended recording system has been updated and was circulated to schools as part of the Anti-Bullying Week 2012 resource pack and again in the recent newsletter circulated in April 2013.</td>
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<td>3.12</td>
<td>To continue to promote the development of SEAL and Team Teach approaches in schools. The following numbers of schools received Team Teach training from April 2012- March 2013 40 - 6hr Foundation training 1 – 12 hr Basic training 18 - Refresher training (50% in time of original course) 16 – emergency training (2hrs) 24 – Add-on training (2hrs) 5 – supervised practice (2hrs) SEAL programmes are no longer run by the Behaviour Support Service which is due to become a fully traded service later this year but SEAL materials are still promoted by BSS and ABC.</td>
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<td>3.13</td>
<td>To continue to improve systems for communication of information to schools and settings to ensure that they are more aware of resources and information to help them tackle bullying more effectively</td>
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A secondary and primary network for the circulation of information have been set up and are sent regular updates and newsletters. Information and resources are regularly reported via schools news. The establishment of the Anti-Bullying Ambassador network has provided another opportunity for disseminating good practice and information to a wider network. The In Year Fair Access Panels are also being used to circulate information to secondary schools. Anti-Bullying Week each year is also used to promote information and resources via briefing sessions. Anti-Bullying information is also circulated via the Safeguarding Newsletter and Early Intervention service. This is an area for further development.

3.14 To continue to encourage schools and settings to monitor and review anti-bullying strategies to further develop evidence based practice. All training and resources provided to schools recommend the importance of monitoring and reviewing practice. A checklist for managing a bullying incident has been developed and circulated and this includes follow up an review of incidents to improve practice.

3.15 To work with partner agencies, including Thames Valley Police to improve co-ordinated support to school to reduce crime and tackle bullying effectively as part of Safer Schools Partnerships. Safer Schools Officers are working in different neighbourhood teams and no longer have a co-ordinator. All Officers are provided with minutes of the Anti-Bullying Strategy and are on the Anti-Bullying networks. Officers are liaised with individually in relation to incidents of bullying.

3.16 To continue to offer support to victims of bullying via work by partners such as PCAMHS and the SAFE project which provides individual support to victims of crime and bullying.

Feedback from SAFE! Project April 2012 to March 2013. A Total of 96 referrals were made to SAFE! during this period of which 81% led to a young person being worked with. Of these 96, 60 young people referred were bullied, threatened or assaulted by peers.(62% of total referrals)

PCAMHS looked at a snapshot of cases currently being worked with. During May 2013 out of 235 open cases PCAMHS are working with 37 have issues related to bullying.(16%) (This is a snapshot as each FTE has 2 new cases and closes 2 cases each week and the service sees over 2000 referrals annually) Partners SAFE! and PCAMHS are offering support to a significant number of our most vulnerable young people who are being bullied. The Anti-Bullying Co-ordinator liaises closely and provides support and training to both organisations.

3.17 To continue to offer a range of training and resources to help schools and settings deal with cyberbullying more effectively and to promote E-safety. This will include: further development of a web based and regularly updated cyberbullying toolkit including information for staff, students and parents/carers; provision of training on cyberbullying via the Oxfordshire Safeguarding Children’s Board; further development of an Oxfordshire presentation for parents/carers; promoting the 360 degrees safe e-safety programme; continued support and input on cyberbullying and e-safety to the Junior Citizen programme;

The cyberbullying toolkit has been updated in April 2013 and circulated to schools and settings. As part of the E-Safety and Cyberbullying Strategy a joint E-safety cyberbullying toolkit is to be developed. To date 2 training days have been provided for the OSCB Risky Behaviours programme on E-safety and Cyberbullying and 3 are scheduled to take place each year.

The majority of Year 6 children in Oxfordshire primary schools continue to visit the Junior Citizen Programme which includes a scenario on E-safety and Cyberbullying.

3.18 To work in partnership with schools and settings to improve identification and support of young carers in order to address bullying of
The OCC Young Carers Team is working with 6 secondary schools and has commissioned Spurgeons to work with a further 6 secondary and primary schools to improve identification and support of young carers. They have developed a Young Carer Standard for schools which, as part of achieving a bronze standard asks that schools ensure “Young Carers are integrated into Anti-bullying and/or SEAL work” and will ask for evidence of this.

The Young Carers Team has also made links with the SAFE! project (see 3.16 above) and will be working in partnership to deliver programmes to young carers groups to improve resilience to bullying as well as referring cases where crimes have been committed against young carers.

Strategic Priority Four: Restorative Approaches

The development of Restorative Approaches in Schools and Settings to become a key strategic priority as this was identified as one of the most effective whole school strategies for tackling bullying in the Department for Education report “The Use and Effectiveness of Anti-Bullying Strategies in Schools” (Thompson & Smith, Goldsmith College, 2011)

4.1 To continue to develop a programme of accessible, affordable restorative training across schools and settings in partnership with the Senior Practitioner (Restorative Justice) and the Restorative Communities and Settings Officer. This will involve the further development of an Oxfordshire Restorative Approaches Training Team. Over the last year the Anti-Bullying Co-ordinator has continued to be a lead trainer in restorative approaches and has delivered training in schools as follows.

**Level 1: Awareness training**
- Inset training to whole school at Bicester Community College (4 trainers, 2 hours)
- Inset training for 3 primary schools

**Level 2: Skills training**
- 1 day targeted training for 10 cover staff at Gosford Hill School to cover staff. The group had been identified as having a higher level of fixed term exclusions
- 2 day training for 10 staff (providing skills to carry out a restorative conversation with 1 person and run reflective detentions and other problem solving circles)

**Level 3: Full restorative facilitator training**
4 day full practitioner training for 13 staff
Prior to 2012 14 school staff had received level 3 training. OCC training has been delivered to staff in 15 schools across the county. Training has also been delivered to the Early Intervention Service and to date 105 staff have received Level 3 (full restorative facilitator) training.

From May 2012 – May 2013 a total of 43 people completed Level 3 training of which 36 were EIS staff.

4.2 To develop restorative approaches in schools including the continued support of Restorative Champion Schools. Gosford Hill, Bicester Community College and Langtree School have all received support and training this year. This has included meeting with ABC to review progress and decide next steps.

4.3 To contribute to the development of a training programme including shadowing and on-going support to the Early Intervention Hubs in order to ensure that bullying of vulnerable groups is tackled more effectively. Hub workers have been invited to shadow work involving Restorative Approaches to bullying and other conflict e.g. bullying in a primary school, conflict between staff member and student at a secondary school. Joint group work has taken place between ABC and hubs e.g. Group work
with Year 7 & Year 9 at Cherwell run jointly between ABC and East Oxford Hub with young people presenting challenging behaviour and bullying others, Year 7 group at Cheney School run jointly between ABC and East Oxford hub. Training for girls work run jointly for Witney hub and Ducklington primary school. This work has been limited due to capacity.

4.4 To continue to offer direct support to deal with bullying incidents restoratively as part of the core Anti-Bullying support offered to schools and settings in order to promote the approach and further develop practice. Over the last year individual support to resolve bullying incidents restoratively has been offered to schools and settings on 10 occasions by the ABC in relation to 1 children’s home, 2 primary schools, and 5 secondary schools.

4.5 To continue to develop innovative projects based on restorative principles within schools and settings eg Bullying and Autism, Reflective Detentions Project. A workshop and key note presentation on Restorative Approaches to bullying and Autism was presented to a national Restorative Justice Council in 2012 and a series of national workshops have also been presented in Manchester, London, Norfolk and Bristol on “Inclusive Restorative Practice”. The development of this work has supported practice locally but there is still work to be done on developing local guidance to make this good practice available to a wider audience.

4.6 To continue to co-ordinate Oxfordshire Restorative Approaches Practitioner Group to provide relevant training, resources and information to those working restoratively within Schools, Settings and Communities. The Anti-Bullying Co-ordinator has continued to co-ordinate the meeting of this group which has met 3 times and is well attended providing a network for the development of good practice amongst local restorative practitioners.

4.6 The Anti-Bullying Co-ordinator to continue to be a member of the Oxfordshire Restorative Approaches Strategic Group which is responsible for leading on the development of Restorative Approaches across CE&F. The Anti-Bullying Co-ordinator has continued to be an active member of this group taking a leading role in the development of training programmes for the Early Intervention Service and schools. An impact report has recently been submitted in order to shape future developments in this area.

4.7 To contribute to the development of Web Pages on Restorative Approaches to make available information, resources and good practice examples to schools and settings. This area is yet to be developed.

4.8 To ensure that restorative approaches training and practice complies with Restorative Justice Council Guidance and National Occupational Standards and is delivered sensitively and appropriately within a quality assurance framework. The Anti-Bullying Co-ordinator has taken a lead role in developing training that meets Restorative Justice standards and we are about to register our training with the RJC. Work is to be undertaken to link national occupational standards to our training package and manual for trainees and quality assurance and the development of the RJC kite mark are on the agenda for future developments.

Strategic Priority Five: Communication

To ensure that awareness is raised about bullying and how to tackle it. Communication is also addressed via other strategic strands

5.1 Anti-Bullying Week (generally in November each year) will continue to be a focus each year to raise awareness about bullying and to provide an opportunity to focus on the national theme. To continue to provide free annual briefing sessions to schools and settings and to provide local resources tailored to the national theme. To promote the involvement of young people and families in Anti-Bullying Week activities across schools and settings. In 2012 free briefing sessions were offered in 4 areas of the county and a
resource pack including assemblies and lesson plans and tools to ensure the effective management of bullying were circulated to all schools. Work this year to develop the Anti-Bullying Ambassador scheme has had a significant impact on the involvement of young people in Anti-Bullying work and this will continue to be a focus next year.

5.2 To further develop the Anti-Bullying professional web pages to make good quality and up to date information on all aspects of bullying available to teachers and adults working in other settings. To ensure that the web pages are regularly updated and that they are linked to other web sites which will increase their utilisation e.g. OSCB. Further guidance and resources have been developed and professional pages have been updated with the latest update taking place in April 2013. These web pages are linked to Safeguarding and OSCB websites and are regularly promoted via school news. This will continue to be an area for further development and promotion.

5.3 To further develop Anti-Bullying Web Pages for Parent Carers and Young people (see strategic priority one). Parent Carer web pages were last updated in April 2013 after consultation with relevant parenting groups within OCC.

5.4 To circulate annually the Anti-Bullying Strategy and draft annual action plan to Strategy Group Members, Multi-agency Partners, Schools and Settings, Young People and Parents and C E & F Scrutiny Committee, to ensure that a comprehensive and joined up approach that meets the needs of all involved. The Anti-Bullying strategy has been circulated to groups indicated and feedback requested.

5.6 To publish a copy of the Anti-Bullying Strategy and Annual Action Plan and Equality Impact Assessment on the Oxfordshire Intranet and on the public website. EQIA is available publicly and the updated Anti-Bullying Strategy including action plan for 2013 is about to published on the public website.

5.7 To continue provision of an Anti-Bullying newsletter to be circulated 3 times a year to provide an update and raise awareness of changes in legislation, new guidance, good practice examples etc. Issue 3 of the newsletter was circulated in April 2013 and continues to be regularly circulated to schools, settings and Early Intervention Service.