



STOCKPORT
METROPOLITAN BOROUGH COUNCIL

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Scrutiny Committee

AGENDA

CHILDREN AND YOUNG PEOPLE'S SCRUTINY COMMITTEE **SCRUTINY REVIEW PANEL – BULLYING**

Committee Room 1
Town Hall
Stockport

Meeting: Tuesday 20th April 2010
Business: 6.00pm
Tea: 5.00pm Stopford House Restaurant

1. MINUTES

(Enclosed)

To approve as a correct record the minutes of the meeting held on 25th March 2010.

2. DECLARATION OF INTERESTS

Councillors and Officers to declare any interests which they may have in any of the items on the agenda for this meeting.

3. CYBER-BULLYING CONSULTATION: RESULTS

(Enclosed)

The purpose of this report is to present the results of two consultation exercises which have been undertaken as part of the Cyber-bullying Scrutiny Review. Firstly this report outlines the results of the Cyber-bullying questionnaire which was answered by children and young people from across Stockport. Secondly this report captures the information given during a series of School Council visits undertaken by members of the Review Panel.

It is important to note that this report does not seek to provide detailed analysis or suggest reasons behind the information provided, but to present the information as captured to allow further discussion.

Members are invited to note the report and use the information presented to support further discussions and to inform Recommendations.

Contact Officer: David Tomlinson 0161 218 1634 david.tomlinson@stockport.gov.uk

4. RESULTS AND RECOMMENDATIONS : DISCUSSION PAPER

(Enclosed) **2**

The purpose of this paper is to assist Members with discussions. This paper highlights key lines of enquiry relating the meeting objectives.

Members are invited to discuss the lines of enquiry highlighted in this paper if required and to agree Review Recommendations.

Contact Officer: David Tomlinson 0161 218 1634 david.tomlinson@stockport.gov.uk

5. WORK PROGRAMME

(Enclosed)

Members are invited to note the Work Programme and to agree the date for a proposed future meeting.

Agenda officer contact: David Tomlinson on 0161 218 1634 or e-mail: david.tomlinson@stockport.gov.uk

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خدمات ترجمہ رایگان این اطلاعات در صورت نیاز موجود میباشد۔ لطفاً با شماره تلفن 0161 477 9000 با واحد ترجمہ (اینترپرائٹنگ یونیت) ما تماس بگیرید۔

تنوفر خدمت ترجمہ شفویة اذا تطلبت مساعدة في فهم هذا المعلومات. نرجو الاتصال اربن رینیول علی رقم الهاتف: 0161 477 9000

SCRUTINY REVIEW PANEL – BULLYING

Meeting: 25 March 2010
At: 6.00pm

PRESENT

Councillors Ann Smith (Lead Councillor) in the Chair; Councillors Colin Foster, Jenny Humphreys and Anthony O'Neill

Also in attendance

Jennifer Willis	- Werneth School
Freya Harper	- Werneth School
Jake Thompson	- Werneth School
Sam Robinson	- Werneth School
Dave Eadsforth	- Werneth School
Damson Tregaskis	- Central Youth User Forum
Soloman Hamer	- Reddish Youth Forum
Jack Campbell	- Adswood and Bridgehall Youth Forum
Jake Mairs	- Offerton Youth Forum
Rhia Evans	- Marple Youth Forum
Alice Elliot	- Gatley Youth Forum
Leigh Davies	- Cellers Youth Service
Abigail Newton	- Cellers Youth Forum
Karen Knowles	- Secondary Jigsaw Team
Jeanette Maude	- Primary Behaviour Support Service
Karen Knowles	- Secondary Jigsaw Team
Georgina Edye	- Participation Manager, Services for Young People, Children & Young People's Directorate
Lynn Perry	- Senior Advisor for Safeguarding in Education, Children & Young People's Directorate
David Tomlinson	- Scrutiny Officer, Chief Executive's Directorate
Steve Worthington	- Principle Democratic Services Officer, Chief Executive's Directorate

1. MINUTES

The Minutes (copies of which had been circulated) of the meeting held on 24 February 2010 were approved as a correct record.

2. DECLARATIONS OF INTEREST

No declarations were made.

3. INFORMATION NOTE ONE: CULTURE AND SUPPORT IN SCHOOLS

A representative of the Assistant Chief Executive (Strategy & Democracy) submitted a report (copies of which had been circulated) providing information and to assist discussions on the support offered in schools to the victims of bullying and to those

perceived to be vulnerable to bullying. In addition this report provided information which supported wider discussions on the development of ‘cultures’ within schools which could best tackle bullying and Cyber-bullying.

(i) Werneth School – response to Bullying / Cyber-bullying

The Panel received a presentation from teachers and pupils from Werneth School. It was reported that the school was eager to set up partnerships with other schools in Stockport in order to promote a concerted approach to tackling bullying.

A comprehensive pupil survey had been carried out leading to a number of ways and schemes designed to help combat bullying. These included the training and introduction of peer training and monitoring, CCTV set ups in strategic places, queue supervision, staff watching and the introduction of anti-bullying wristbands. In addition, an anti-bullying week and road show had been initiated which included dance, play and presentations. The road show had ventured out to local leader primary schools in order to promote awareness at a younger age. In addition, a plasma screen had been set up at the school reception and this showed a continuous loop of anti-bullying information. The problem of cyber-bullying had been addressed in school assemblies and quick start activities and a stay safe evening for the local community had helped to publicise bullying issues.

In addition, Werneth School had initiated a curriculum focus on bullying, introduced PSE lessons and vertical forms designed to create a community atmosphere and community cohesion in the school. As part of an anti-bullying campaign, anti-bullying posters had also been displayed.

Following the instigation of all of the above initiatives, it was reported that a comparator survey had been undertaken in 2009 and the results had shown a vast improvement in the numbers of pupils who now felt safe at Werneth School. It was recognised however, that further work was needed if bullying was to be eradicated altogether.

A number of comments were made with particular regard to:

- Encouraging other schools to carry out anti-bullying initiatives.
- Addressing bullying outside the school environment.
- The need to combat the key issue homophobic bullying more vigorously

It was also commented that in general, cyber bullying had become less acceptable in schools and that the structured approach adopted by Werneth School had led to a positive outcomes. The vast majority of parents had reacted positively and enthusiastically to Werneth School’s approach and it was hoped that the positive progress would continue in the future.

SEAL – Social and Emotional Aspects of Learning

Jeanette Maude (Primary Behaviour Support Service) submitted information and guidance in respect of the Social and emotional aspects of learning for secondary schools (Secondary Seal), which was a whole-school approach to promoting social

and emotional skills that aimed, when fully implemented, to involve all members of school and all aspects of school life. It was about taking a pro-active response to bullying and creating a culture where bullying did not occur.

The Panel was informed as to how Seal was implemented through the introduction of key themes. Seal would be introduced to all schools but its adoption was not statutory. Emotional wellbeing was key and the general philosophy was to teach people, not a subject, and for teachers to model a role that they wanted students to emulate.

In answer to questions, it was reported that there had been some staff resistance to the scheme, but that attempts had been made to address and balance these issues. Seal linked into bullying through a range of ways such as open discussion through all aspects, zero tolerance and a range of reporting methods.

A shortfall in the provision of a Seal approach in certain Stockport schools was noted.

Community CAMHS: Jigsaw

Karen Knowles (Secondary Jigsaw Team) gave a brief presentation detailing the background to the jigsaw project, which was set up for anti-bullying intervention responding to the needs of vulnerable secondary students in Stockport.

It was reported that the next steps were to increase parent engagement through a cohesive approach. Primary school were involved all though not all in Stockport at this stage.

Following discussion it was recognised that there had been a shortfall in the carrying forward of the learning mentor system year on year and that this needed to be addressed.

Restorative Justice in Schools

The Panel received information on the innovative Riverside Project, a restorative justice practice which was designed to deal with incidents on a face-to-face basis. The project had originated in Hull and the results in reducing a wide range of negative issue had been both positive and impressive.

The project was heavily staff supervised and parents had become involved, often resolving parental disputes though the Seal approach.

Several schools in Stockport had been approached, although nothing had been implemented at this stage.

It was agreed that the positive results gained by the Hull project showed good practice which could be drawn upon in the review's recommendations. Such a project would need to be phased in. It was a framework philosophy which supported the other projects outlined earlier in the meeting.

RESOLVED - That more research should be undertaken in respect of restorative justice in schools and that the School Council should visit Werneth School to investigate how it operates with regard to bullying.

4. CULTURE AND SUPPORT IN SCHOOLS DISCUSSION PAPER

A representative of the Assistant Chief Executive (Strategy & Democracy) submitted a report (copies of which had been circulated) highlighting key lines of enquiry relating the meeting objectives.

RESOLVED – That the report be noted.

5. WORK PROGRAMME

A representative of the Assistant Chief Executive (Strategy & Democracy) submitted a report (copies of which had been circulated) providing the Review Panel with an update to the Scrutiny Review Work Programme and providing a verbal update on the consultation agreed to be undertaken at the last Panel meeting.

It was reported that 1346 returns had been received from the 1800 consultation forms sent out to Stockport pupils. Some initial information was orally reported, but the main results of the survey would be detailed in a full report at the next meeting.

RESOLVED – (1) That the report be noted.

(2) That the next meeting of the Panel be held on Tuesday 20 April 2010 at 6.00pm.

The meeting ended at 8.15pm.

PANEL: Bullying Scrutiny Review Panel

DATE: 20th April 2010

FROM: David Tomlinson (Scrutiny Officer)

SUBJECT: Consultation Results

1. Purpose

- 1.1 This paper presents the results of two consultation exercises which have been undertaken as part of the research for the Scrutiny Review into Cyber-bullying. Firstly this paper outlines the results of the Cyber-bullying Questionnaire followed by the information given to members of the Review Panel by children and Young People across Stockport during a number of 'School Council' visits.
- 1.2 It is important to note that this report simply presents the information obtained by the two consultation exercises. This report does not offer in-depth analysis of the results nor describes successes or failings in detail. Analysis of these results will form a key part of the Review Panel meeting, this report does not therefore try and second guess this analysis process.

2. Methodology

- 2.1 A questionnaire was designed by the Review Panel with a view to send to any school in Stockport which would like to take part. (See Appendix) All schools were contacted with 13 schools (3 Secondary 10 Primary) agreeing to circulate the questionnaire.
- 2.2 The schools were given the requested number of questionnaires and time to complete before sending them back for analysis. The returns were fed into a specially designed database with the results presented below.
- 2.3 A number of schools from across Stockport were approached with a view to take part in the Scrutiny Review into Cyber-bullying. Both Secondary and Primary schools from different areas of the borough agreed to take part. Seven schools (2 Secondary 4 Primary and 1 Pupil Referral Unit) received a visit from one or more of the Review Panel accompanied by the Scrutiny Officer.
- 2.4 Each school allowed the Panel Members an hour to speak with their School Council or volunteers to openly discuss Cyber-bullying and other related issues. The information was recorded and is also

presented below. The participants were assured that none of their comments would be attributed to an individual or to a school thus allowing them to speak freely.

3. Results

Cyber-Bullying Questionnaire

Number of Completed Questionnaires: 1346

NB: Not all sections / questions were completed by the participants therefore some of the results below may seem to be wrong when in fact they are accurate to the best of our understanding. For example 530 Primary Children took part but the total of Male and Female children totalled 524 which indicates 6 children failed to indicate their sex. Other minor discrepancies throughout the results are a result of 'blank' entries.

Breakdown of Returns

Primary – 530 (Male 258 Female 266)
Secondary – 797 (Male 400 Female 367)

Results

Q) Do you use Facebook (or equivalent Social Networking Site)?

Yes – 951

Primary – 251 (Male 129 Female 120)
Secondary – 682 (Male 326 Female 331)

Year 7 Students – 132 (out of 167) (Male 58 Female 73)

Year 7 and Primary – 383

Percentages

70.65 % of participants use Facebook
47.36 % of Primary participants use Facebook
85.57 % of Secondary participants use Facebook
54.95 % of Primary and Y7 participants use Facebook *

* All Primary and Y7 children are under the age of 13 which is the age restriction put in place by Facebook.

Q) Do you use MSN or any other Instant Messenger?

Yes – 928

Primary – 271 (Male 130 Female 138)
 Secondary – 640 (Male 301 Female 317)

Percentages

68.95 % of participants use MSN or other Instant Messenger
 51.13 % of Primary participants use MSN or other Instant Messenger
 80.30% of Secondary participants use MSN or other Instant Messenger

Q) Do you use a mobile phone that has access to the Internet?

Yes – 798

Primary – 224 (Male 111 Female 110)
 Secondary – 558 (Male 272 Female 265)

Percentages

59.29 % of participants use a mobile phone that has access to the Internet
 42.27 % of Primary participants use a mobile phone that has access to the Internet
 70.01 % of Secondary participants use a mobile phone that has access to the Internet

Q) Do you post images on-line?

Yes – 763

Primary – 184 (Male 81 Female 102)
 Secondary – 561 (Male 241 Female 302)

Percentages

56.69 % of participants post images on-line.
 34.72 % of Primary participants post images on-line.
 70.39 % of Secondary participants post images on-line

Q) Do you ever blog?

Yes –	319
Primary –	112 (Male 56 Female 54)
Secondary –	205 (Male 103 Female 96)

Percentages

23.70 % of participants blog
 21.13 % of Primary participants blog
 25.72 % of Secondary participants blog

Q) Do you know of anyone who has been Cyber-bullied in your school?

Yes –	234
No –	1052
Don't Know –	34
No answer –	26

Percentages

17.38 % of participants did know of someone who had been Cyber-bullied of which 78 (33.33 %) were from a Primary school and 150 (64.10 %) were from Secondary.

Those who said they knew of someone who had been Cyber-bullied can be split as follows:

Primary –	Male 33	(42.31 %)
	Female 44	(56.42 %)
Secondary –	Male 63	(42.00 %)
	Female 82	(54.66 %)

78.16 % did NOT know of anyone who has been Cyber-bullied
 2.53 % did not know either way
 1.93 % failed to answer

Q) If someone has been Cyber-bullied in your school what happens to help them?

Responses:

Response	Number
No response	253
Tell the Headteacher	12
Tell parents	30
Tell teacher and parent	50
Told to stop it	48
Class discussion to try and help (teacher, victim, culprit speak together)	22
School will sort it out / they get help	140
Tell the Police	14
Told to stop and take away Facebook	8
Tell teacher	153
Don't know	409
I try to help victim	28
They are bullied everyday	3
Tell someone (not specific)	70
Victim's parent told the culprit's parent	2
Delete the bully from Facebook / MSN	15
Not much / nothing	29
School bans all email except school-related email	8
School offers "Drop In" sessions to discuss worries / problems	17
Teacher, Police and parents	10
They tell you to stay away from them	3
Victim advised to stay off the internet	4
Tell anti-bullying coordinator	17
Call Child-line	1

Percentages

12.80 % - School would sort it out / help them (general / non-specific response)

14.00 % - They would tell a teacher / teacher would help

37.42 % - Did not know what would happen to help.

2.65 % - Nothing would be done to help.

Q) If you were ever Cyber-bullied who would you tell? (e.g. parents / carers, teacher, other member of staff, friend, no-one)

Responses:

Response	Number
No response	46
Headteacher	6
Parents (mum / dad or both) / carer	361
Parents and friends	170
Parents and a teacher	209
Everyone EXCEPT parents / carers	2
Everyone INCLUDING parents, teachers and friends.	143
Nobody / fear of retribution and consequences	87
Teacher	64
A group (non-specific)	6
Adult (non-specific)	18
Headteacher and class teacher	1
Headteacher and parents	10
Police	6
Teacher and friends	20
Sibling	18
Whoever is closest to me	1
Parents, friends and youth worker	3
Learning Mentor	3
Don't know	17
Friend	134
Someone I trust	7
I wouldn't be bullied	5
Fight back	8
Call Child-line	1

Percentages

27.77 % of participants would tell their parents if they were being Cyber-bullied of which 168 (46.54 %) were from a Primary school and 191 (52.91%) from Secondary. Of those who would tell their parents from a Primary 91 (54.17 %) were Male and 75 (44.64 %) were Female. Of those who would tell their parents from a Secondary 106 (55.50 %) were Male and 77 (40.31 %) were Female.

67.92 % (883) of participants would tell their parents or their parents and someone else. Of these participants 408 (46.20 %) were from a Primary school and 466 (50.51 %) were from Secondary. Of those who would tell their parents or their parents and someone else from a Primary 194 (47.55 %)

were Male and 209 (51.23 %) were Female. Of those who would tell their parents or their parents and someone else from Secondary 219 (47.00 %) were Male and 235 (50.43 %) were Female. 76.98 % of all Primary participants would tell their parents or their parents and someone else with 58.47 from Secondary.

6.69 % of participants would tell nobody through fear of retribution of which 27 (31.03 %) were from a Primary school and 59 (67.82 %) were from Secondary. Of those who would tell nobody from a Primary 18 (66.67 %) were Male and 9 (33.33 %) were Female. Of those who would tell nobody from Secondary 40 (67.80 %) were Male and 10 (16.95 %) were Female.

Q) What would your school do if they realised that one or more of the pupils / students were Cyber-bullying other people?

Responses:

Response	Number
No response	81
Suspend them	91
Tell them off / tell them to stop it	249
Tell Police	43
Talk to bully and their parents	77
Don't know	273
Give detention with Headteacher	33
School will sort it out (not specific)	166
Tell Headteacher	27
Tell Headteacher and get parents involved	18
Tell parents / carers	27
Exclude/send to new school	56
Tell parents and never let them go on Facebook again	10
School would do nothing	33
Excluded / tell the Police	13
Teachers would delete accounts and block access	37
Tell them off & give detention	22
Tell Gordon Brown	1
Hold Assembly to say what's going on	48
Hold another bullying week	3
Limit computer access	16
Find out why people are being bullied	9
School Council	9

Percentages

19.68 % - Believed school would tell them off / tell them to stop it

7.19 % - Believed school would suspend them

2.61 % - Believed school would do nothing

21.58 % - Did not know what school would do. Of those that did not know what school would do 83 (30.40 %) were from a Primary School and 185 (67.77 %) were from Secondary. 15.66 % of all Primary participants did not know what school would do with 23.21 % of all Secondary.

Q) Do you think that all the staff at your school are clear about what to do if there was an incident of bullying in school?

Responses:

Response	Number
No response	72
Yes	805
No	222
Not sure / don't know	140
A little bit / sometimes	57
Most of them	49

Percentages

63.19 % of participants did believe all members of staff are clear about what to do if there is an incident of bullying. Of those who believe all members of staff are clear 414 (51.42 %) were from a Primary school and 389 (48.32 %) from Secondary. 78.11 % of all Primary participants believed all school staff are clear about that to do with 48.80 % of Secondary.

17.43 % of participants believed not all staff members are clear about what to do if there is an incident of bullying.

19.31 % of participants were unsure if all staff members are clear about what to do if there is an incident of bullying.

Q) Do you think all the staff in school react to an incident of bullying in the same way?

Responses:

Response	Number
No response	126
Yes	260
No	481
Sometimes	32
Don't know	374
Yes and no (maybe)	41
Most of them	27

Percentages

21.31 % of participants did believe school staff react to an incident of bullying in the same way.

39.43 % of participants did not believe school staff react to an incident of bullying in the same way.

Q) How would you report an incident of Cyber-bullying in your school? e.g. telling someone, using a worry box etc

Responses:

Response	Number
No response	99
Tell teacher / tell teacher anonymously	281
Don't know	69
I would try to talk to them alone (sort it out yourself)	12
Tell someone (not specific)	447
Put a question / note in the 'Askit' box (worry box)	155
Tell the Police	3
Ask school to write letter to bully's parents	5
Tell teacher and parent	22
Tell parents and relatives	19
Tell Headteacher	47
Tell Headteacher and Police	3
Put on the (school?) news / newsletter	1
Phone someone	1
Delete the message	2
Fight back	5

Tell (school) office	15
Tell nobody	27
Tell teacher and friend	9
Head of Year	49
Tell someone I trust	22
Prefect / Peer Mentor	12
Email the teacher	21
Email the anti-bullying coordinator	18

Percentages

22.53 % of participants would report an incident of Cyber-bullying by telling a teacher. 29.03 % of participants would tell a teacher or a teacher and somebody else.

12.43 % of participants would report an incident of Cyber-bullying through a 'worry box' type system. Of those that would report via a 'worry box' 128 (82.58 %) were from a Primary school and 27 (17.42 %) from Secondary. 24.15 % of all Primary participants would report Cyber-bullying by using a worry box with 3.39 % of Secondary.

2.17 % of participants would tell nobody.

Q) What does your school do to try and stop Cyber-bullying happening?

Responses:

Response	Number
No response	150
Tell us what has been going on / send letters	68
Try to make the bullies stop it / talk to bullies	78
Tell their parents	28
Tell us to stop using the internet	25
Give detention and send to Headteacher	13
School do their best / try to sort it out	62
Don't know	324
Make the bully known to the others	3
Tell Headteacher and take away Facebook / certain sites	32
Tell their parents and give detention	3
Send bully to Headteacher	10
Tell the Police	7
School would do nothing	57

Delete the message	2
Tell us to be nice	13
Phone up (not specific)	2
Posters / talk about in class / have assemblies	304
Send bully somewhere else	6
Cameras / CCTV	4
Put privacy settings on	16
Inform website owners	3
Deny access to sites AND PHSE lessons	21
Cancel all sites	36
Bully put into seclusion	5
Anti-bullying Charter	3
Anti-bullying Day / Week	44
Ban mobile phones	16
Miss their treat/take away privileges	4
School monitor the computers	2

Percentages

25.42 % of participants said that school tries to stop Cyber-bullying by talking about it in class, have assemblies and by making posters. Of those who said that school tries to stop Cyber-bullying by talking about it in class, have assemblies and by making posters 123 (40.46 %) were from a Primary school and 177 (58.22 %) were from Secondary.

4.77 % of participants said that school do nothing. Of those who believed school do nothing 11 (19.30 %) were from a Primary school and 44 (77.12 %) were from Secondary.

27.09 % of participants did not know what school do. Of those who did not know what school do 80 (24.69 %) were from a Primary school and 239 (73.77 %) were from Secondary. 15.09 % of all Primary participants did not know what school do with 29.99 % of Secondary.

Q) Does your school have an anti-bullying charter?

Responses:

Response	Number
No response	116
Yes	408
No	164
Don't know	655

Percentages

33.17 % of participants did think their school has an anti-bullying charter. Of those who believed their school has an anti-bullying charter 199 (48.77 %) were from a Primary School and 204 (50.00 %) from Secondary. 37.55 % of all Primary Participants believed their school has an anti-bullying charter with 25.60 % of Secondary.

13.33 % of participants did not think their school has an anti-bullying charter.

53.25 % of participants did not know if their school has an anti-bullying charter.

66.59 % of participants did not know or thought their school does not have an anti-bullying charter. Of those that either did not know or thought their school does not have an anti-bullying charter 305 (37.24 %) were from a Primary school and 501 (61.17 %) from Secondary. 57.55 % of all Primary participants did not know or thought their school did not have an anti-bullying charter with 62.86 % of Secondary.

Q) What does your school do to help new pupils / students settle into your school?

Responses:

Response	Number
No response	149
Encouraged to play with them	48
Try to make them happy in school	60
Assign a buddy	252
Show them around	279
Help them	98
Don't know	220
Be kind/nice	132
Delete all cyber-bullying messages on computers	2
Provide a "guidebook" in the	3

classroom	
Tell them the rules	10
Induction day / welcome certificate	31
Transition lessons	6
Day with Year Group only	2
Induction with transition lessons	4
Induction with transition lessons and day with Year Group only	3
Look-outs (group to keep an eye out for bullies)	6
Mezzanine	3
Nothing	35

Percentages

21.05 % of participants said that school would assign new pupils / students a buddy.

23.31 % of participants said school would show a new pupil / student around.

School Council Visits: Results

The following comments / issues / observations were raised by the children and young people who took part in the discussion groups attended by members of the Review Panel:

The use of information technologies

The following sites / technologies were discussed by the children and young people:

- *Facebook* – clearly the most used social networking site by children and young people across Stockport. This site is used by the vast majority of those who took part with a significant number of primary school children also actively using the site. Facebook is discussed in greater detail below.
- *MSN* (an instant message / chat function, more popular with secondary pupils)
- *Mobile Phone* – many children and young people have a mobile phone with a significant number having a phone with internet access. Although phones are not allowed in school many do use them regularly and ‘rely’ on them outside of school. All of the participating secondary pupils have a mobile phone and in addition there was a significant majority of primary school children also regularly using them.
- *Other websites* – the following websites were also discussed by a number of participants as being a place where they socialise with others: Bebo, Myspace, Club Penguin (primary), Moshi Monsters (primary).

The understanding of / issues linked to Cyber-bullying

- It is rare that Cyber-bullying is the only form of bullying someone has to face. Often Cyber-bullying is one of a number of ways someone would bully the same person.
- Cyber-bullying can involve more people than traditional bullying methods, it is not just one person sending messages, bullying through websites and pictures naturally increases the involvement of others.
- Cyber-bullying is an anonymous yet very public way of bullying someone. The effects of Cyber-bullying e.g. people laughing at someone for what seems like no reason (pictures / websites etc being passed around and viewed by everyone) causes high amounts of distress.
- It was highlighted that Cyber-bullying may be inadvertent bullying as comments on pictures etc may not be said with an intention to cause harm but may be misinterpreted.
- Cyber-bullying was described as being a subtle build up of little comments that when added together can cause a lot of hurt. It is a much longer-term form of bullying when compared to more violent actions.
- Pupils noted it was a hard issue for schools to deal with as much of the problem takes place outside of school on home computers or over the phone. There was agreement however that schools both had a right and a responsibility to deal with this issue even if it solely occurs outside of school as it directly impacts on life in school.
- There was some confusion between 'Cyber-safety' and 'Cyber-bullying' especially with the younger pupils. Although the two issues share common themes and are linked, often the younger ones were confusing the two. Some pupils were arguing Cyber-bullying is something done by strangers and that 'nasty' comments over the internet by someone you know is not Cyber-bullying. (Further work could be done to explain the differences between Cyber-safety and Cyber-bullying and that by understanding them both a child is best placed to tackle any problems they encounter)

The Awareness of school policies / what to do

- A number of different ways to report / respond to Cyber-bullying were highlighted by participants including: tell a teacher, tell parents, tell a learning mentor, tell other members of the school support staff, tell a peer mentor, tell a prefect, use a worry box, email a relevant address with issues, deal with it yourself, keep the evidence, block someone who is bullying you, and tell a friend.
- At a number of the schools the anti-bullying policy and procedure for reporting bullying is outlined in the pupils' individual work diaries.
- The pupils at these schools where the policy is outlined in the school diary knew of the correct reporting procedures or knew where it was located if required.

- Many pupils however were not sure if their school had an anti-bullying policy and were unclear what options were available to them other than 'tell a teacher'.
- Many of the pupils at primary schools would tell a teacher if they felt that they or a friend were being Cyber-bullied. Many also said they would tell their parents. Those in secondary school would be less likely to tell anyone in the first instance and then may tell an appropriate member of staff. Some highlighted a fear of having access to ICT taken away from them if Cyber-bullying was reported to parents and school staff.
- Children from a number of primary schools recalled the 'Zip it, Block it, Flag it' message they had been taught in relation to Cyber-safety and how the same message also applies to Cyber-bullying.
- Some schools have information posters on Cyber-bullying put in classrooms and corridors around school however it was argued by the young people these work best when they are refreshed on a regular basis and / or designed by the young people themselves.
- The school policies on bullying should be reviewed on a regular basis by the young people at the school. (Policies need to be refreshed by the young people to allow them to take ownership and to ensure it isn't ignored – it is a policy for the pupils by the pupils rather than something imposed on them)
- Not everybody reads the anti-bullying codes – too much writing or written in a way which makes it difficult to understand. Also there are too many posters in classrooms, if they are not changed regularly to keep them fresh they get ignored.

The work done in schools on bullying

- The majority of young people had watched an information DVD on Cyber-bullying however not all schools followed this up with support lessons.
- Peer Mentoring – this was discussed by a number of schools as a way of supporting the victims of bullying. It was reported that someone who was being bullied could approach a trained 'peer mentor' (an older student Y10 or Y11) for support and advice before seeing a teacher. Many argued this worked well and provided an option to those students who would feel uncomfortable seeing a teacher. It was argued this was a good option for year 7s.
- Pupils from a number of the primary schools discussed activities they had done on their Virtual Learning Environment (VLE) about Cyber-bullying and Cyber-safety. It was noted that activities in a virtual environment rather than just relying on classroom discussions was better for the children and young people that took part. School staff also highlighted the benefits of a VLE such as the ability to monitor information being posted by their pupils and it being a quick and effective way of communicating information.

- Nearly all secondary school pupils actively access Facebook on a regular basis. A significant number of primary pupils also say they are currently using Facebook or plan to do so in the near future.
- Many of the participants from both secondary and primary say they regularly use the chat function on Facebook.
- Many participants highlighted Facebook as being a major problem and where the majority of Cyber-bullying can and does take place. Activities such as the taking / sharing and manipulation of photos, hurtful comments made through chat and 'tagging' photos, the setting up of 'hate' groups / campaigns and finding out information used with an intention to bully, are all ways in which Facebook can be used to cause harm.
- A significant number of participants reported not being fully confident on how to access and change their security settings on Facebook. Many felt that they would benefit from this being taught in schools. Although understanding security settings would not stop hate groups or hurtful comments it would reduce the access for any potential bully to receive pictures and information which then could be used to bully.
- A number of participants noted that they did not use Facebook as much as they would like through fear of Cyber-bullying.
- A significant number of the participants who use Facebook and who are under the age restriction (13) do so with the knowledge of their parents. These young people claim their parents know and in some instances are allowed access on the condition their parents have access to their profile.
- Many of the younger participants have joined Facebook because their older siblings and/or parents already use it. Peer pressure and fear of being left behind is also a significant driver behind joining Facebook.
- It was reported that incidents relating to Facebook could result in physical harm, for example verbal bullying spilling over to physical bullying and in addition to this children and young people reported incidents of 'friends' threatening to 'beat them up' if they didn't add them on Facebook.

The areas for improvement / suggestions for the future

- As highlighted above school codes need to be constantly reviewed and refreshed by the pupils.
- School policies could be split and tailored for their audience e.g. one for staff, one for parents and one for pupils.
- Information posters work best when designed by the young people themselves, however, regardless of their origin they need to be refreshed or their impact will be lost.
- More advice and information about Cyber-bullying for the younger pupils. It was argued that the older ones (Y9-10) receive more information through PSHE lessons and so education needs to be tailored to younger pupils as well.

- Explanations of the differences between Cyber-safety and Cyber-bullying need to be clearly explained to all pupils. Through knowing what Cyber-bullying is and by understanding how to stay safe using ICT a pupil is best placed to protect themselves and to be empowered to seek additional assistance.
- Although Facebook is banned in schools it would be of great benefit if lessons on internet security with specific regard to social networking sites were to be given to all children and young people regardless of age restrictions.
- It was suggested by the pupils that schools should do more to teach parents about Cyber-bullying, the pressures that come with increased technologies and also support them to understand the influence and impacts of Facebook.
- The following methods were identified as being good to circulate information about Cyber-bullying: anti-bullying week, new and eye-catching posters, use of a flat screen, PSHE lessons, assemblies, form times, through the VLE and IT lessons.
- Pupils noted that teachers / school support staff need to monitor reported incidents of bullying long after it has been addressed as reporting bullying can sometimes make it worse. It was suggested teachers should 'follow up' meetings with those involved to make sure any problems remain 'sorted'.

Contact Officer: David Tomlinson, Scrutiny Officer, 0161 218 1634 email david.tomlinson@stockport.gov.uk

Question	Comments	How effective was this in your school? 1 -----5 (not at all) (very)
10. Do you think that all the staff at your school are clear about what to do if there was an incident of bullying in school?		
11. Do all the staff in school react to an incident of Cyber-bullying in the same way?		
12. How would you report an incident of Cyber-bullying in your school? (e.g. telling someone, using a worry box etc.)		
13. What does your school do to try and stop Cyber-bullying happening?		
14. Does your school have an anti-bullying charter?		Please circle Yes No Don't Know
15. What does your school do to help new pupils/students settle into your school?		

THANK YOU for taking the time to complete this questionnaire.

Your answers are very important to us.

We will make sure that the information you have given us is treated sensitively and that your identity will never be made known. Please make sure that you have **NOT** written your name on the top of the questionnaire.

PANEL: Bullying Scrutiny Review Panel
DATE: 20th April 2010
FROM: David Tomlinson (Scrutiny Officer)
SUBJECT: Discussion Paper

1. Purpose

1.1 This paper highlights the key lines of enquiry for the Panel Meeting and in addition outlines the original meeting objectives.

2. Meeting Objectives

2.1 Panel Meeting Five – *'Results and Recommendations'* has the following objectives:

- To discuss the results from the two consultation exercises (Cyber-bullying Questionnaire + School Council Visits)
- Agree Review Recommendations
- Agree date of next meeting

3. Key Lines of Enquiry

Consultation Results

What does the Cyber-bullying Questionnaire and the information taken from the School visits tell us about:

- The use and influence of social networking sites among children and young people in Stockport?
- The way children and young people use ICT?
- The understanding of Cyber-bullying among Stockport's children and young people?
- What happens in schools to support those who have been Cyber-bullied?
- What happens in school to the individual(s) who bully others?
- Who children and young people would report incidents of Cyber-bullying to and how?
- The perception of children and young people of the way staff respond and understand bullying.
- What schools do to try and stop Cyber-bullying from happening?
- The understanding of school policies and codes regarding bullying and Cyber-bullying?

- Areas for improvement / suggestions made by children and young people?

Potential Areas for Recommendations

No strict recommendations have yet been highlighted as it was agreed that first the results from the two consultation exercises need to be evaluated. However the following areas may wish to be discussed as potential areas for recommendation:

- The ways in which children and Young People can report Cyber-bullying
- The support offered to victims of Cyber-bullying and how this is communicated to children and young people
- The ways in which schools react to incidents of Cyber-bullying
- Ways in which policies are written and communicated to parents, staff and the pupils
- How information from young people is obtained to inform policies / processes.
- The culture needed in schools and how best to create a positive culture
- How children and young people are taught cyber-safety and how to report Cyber-bullying through the use of VLEs.
- The use of bullying as a category on relevant health and wellbeing referral forms and the understanding of the impacts it can have on a young person.
- How ideas of 'best practice' can be adapted and implemented in Stockport.

Contact Officer: David Tomlinson, Scrutiny Officer, 0161 218 1634 email david.tomlinson@stockport.gov.uk

**Bullying Scrutiny Review
Project Plan**

Date	Meeting or Event	Purpose of and activities at meeting	Attendees	Supporting action or information required	Officer responsible
25 th November	Panel Meeting 1	<p>Panel Meeting 1: Agreeing Terms of Reference and Setting the Scene</p> <p>Purpose:</p> <ul style="list-style-type: none"> To identify the Review theme and for the Young People's Select Committee (YPSC) to be introduced as Panel Members. <p>Activities:</p> <ul style="list-style-type: none"> YPSC to be introduced to Panel and present their aims and objectives. Bullying Background Report – discuss background and aspects of bullying in Stockport Schools Project Planning – discuss Review themes / aims and agree terms of reference and consultation methods. 	<p>Panel Members</p> <p>YPSC</p> <p>Scrutiny Project Manager</p> <p>Democratic Services Officer</p> <p>CYDP – Lynn Perry & Georgina Edye</p>	<p>Scrutiny Review Procedure Rules</p> <p>Information Note One - Bullying</p> <p>Information Note Two - YPSC</p>	<p>Steve Worthington</p> <p>David Tomlinson</p> <p>David Tomlinson & Georgina Edye</p>

AGENDA ITEM 5

<p>21st January (deadline – 11th Jan)</p>	<p>Panel Meeting 2</p>	<p>Panel Meeting 2: Cyber Bullying - Introduction and Protection</p> <p>Purpose:</p> <ul style="list-style-type: none"> To receive an introduction to Cyber Bullying. To understand national directives on how to protect young people and to investigate how Stockport Schools address this issue. To agree and confirm consultation methods / timetable. <p>Activities:</p> <ul style="list-style-type: none"> Note the Background information reports and by using them as a base, make further enquiries. Watch the DVD produced by DCSF on Cyber Bullying to assist investigations. Through noting the key lines of enquiry highlighted in the Discussions Paper and through discussions with expert witnesses, 	<p>Panel Members</p> <p>YPSC</p> <p>Scrutiny Project Manager</p> <p>Democratic Services Officer</p> <p>CYDP – Lynn Perry , Georgina Edye, Helen Harrison, Tanya Cross.</p>	<p>Information Note One – Cyber Bullying Background Report</p> <p>Information DVD on Cyber Bullying – Let’s Fight it Together (DCSF)</p> <p>Information Note Two – Protection in Stockport Schools</p> <p>Discussion Paper</p> <p>Consultation Report</p> <p>Work Programme</p>	<p>David Tomlinson</p> <p>David Tomlinson & Lynn Perry</p> <p>David Tomlinson & CYPD Representatives</p> <p>David Tomlinson</p> <p>David Tomlinson</p> <p>David Tomlinson</p>
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		<p>investigate Cyber Bullying in Stockport and what Schools can do to protect Young People.</p> <ul style="list-style-type: none"> • Note areas for potential recommendations. • Discuss and agree consultation method / timetable. 			
<p>24th February (deadline - 12th Feb)</p>	<p>Panel Meeting 3</p>	<p>Panel Meeting 3: Reporting Processes and Responding to Bullying</p> <p>Purpose:</p> <ul style="list-style-type: none"> • To investigate how Cyber Bullying and other forms of bullying are reported in schools and how schools respond. • To investigate how schools should respond to bullying by looking through guidance notes. • To evaluate examples of School Policies in Stockport. 	<p>Panel Members</p> <p>YPSC</p> <p>Scrutiny Project Manager</p> <p>Democratic Services Officer</p> <p>CYDP – Lynn Perry, Helen Harrison & Georgina Edge</p> <p>Karen Knowles – Community CAMHS: Jigsaw</p>	<p>Information Note One – Reporting and Responding to Bullying</p> <p>Discussion Paper</p> <p>Work Programme</p>	<p>David Tomlinson</p> <p>David Tomlinson</p> <p>David Tomlinson</p>

<p>25th March (deadline – 15th March)</p>	<p>Panel Meeting 4</p>	<p>Panel Meeting 4: Culture and Support in Schools</p> <p>Purpose:</p> <ul style="list-style-type: none"> • To investigate the culture in schools to bullying including zero tolerance and long term objectives. • To investigate the links between primary and secondary schools regarding Cyber Bullying • To investigate support methods in schools by looking at 'best practice'. 	<p>Panel Members</p> <p>YPSC</p> <p>Scrutiny Project Manager</p> <p>Democratic Services Officer</p> <p>CYDP – Lynn Perry, & Georgina Edye</p> <p>Janette Maud – Social and Emotional Aspects of Learning (SEAL)</p> <p>Jenny Willis – Werneth School</p> <p>Karen Knowles – Community CAMHS: Jigsaw.</p>	<p>Information Note One – Culture and Support in Schools</p> <p>Discussion Paper</p> <p>Work Programme</p>	<p>David Tomlinson</p> <p>David Tomlinson</p> <p>David Tomlinson</p>
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20th April (deadline – 8th April)	Panel Meeting 5	Panel Meeting 5: Results and Recommendations Purpose: <ul style="list-style-type: none"> • To evaluate the results of all consultation exercises • To propose and agree Review Recommendations • To agree the date of the next meeting 	Panel Members YPSC Scrutiny Project Manager Democratic Services Officer CYDP – Lynn Perry, Helen Harrison & Georgina Edye	Consultation Results Discussion Paper Work Programme	David Tomlinson David Tomlinson David Tomlinson
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NEXT MEETING

A further meeting is required to read, edit and agree the final Review. It is suggested that this is undertaken after / near to the week beginning 24th May...suggested date = Wednesday 26th May

