



Safeguarding Children

**A Review on behalf of the Children's and Young People
Scrutiny and Performance Panel 2006/07**

4 February 2008



Walsall Council

Forward

The Safeguarding Children Working Group has made a valuable contribution to the work of the Walsall Safeguarding Children's Board by offering challenge, sharing insight, and by providing an opportunity to put some of the issues affecting children onto the wider Council agenda.

These arrangements have also served as a vehicle for strengthening the governance arrangements of the Board, ensuring elected members are appraised of key issues and our collective response.

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Contents

Ref		Page
1.	Introduction	1
1.1	Context	1
1.2	Reason for scrutiny	3
2	Summary of evidence considered	3
2.1	Domestic Violence Forum	3
2.2	Issue	4
2.3	Findings	5
2.4	Recommendations	5
3	Bullying	5
3.1	Issue	5
3.2	Findings	6
3.3	Recommendations	7
4	Safer recruitment	7
4.1	Issue	7
4.2	Findings	7
4.3	Recommendations	9
5	Review recommendations	9
6	Glossary	10
7.	Appendix	11

1. Introduction

The Safeguarding Working Group was first established by the Children's and Young People Scrutiny and Performance Panel in the 2006/07 municipal year, because members were concerned that drugs were an issue for schools in their locality and wished to review the drugs information policy for schools.

Through the Working Group, members initially received information on the Walsall Safeguarding Board. The group went on to receive information on social factors that contributed to children being at risk of being taken into care, factors that contributed to abuse, and young people at risk of sexual exploitation. Members were also given preliminary information on anti-bullying and safer recruitment.

In the 2007/08 municipal year the Safeguarding Children Working Group was re-established by the Children's and Young People Scrutiny and Performance Panel in the context of the Every Child Matters (ECM) agenda and with the focus of the safety of children. At its first meeting of the year the Children's and Young People Scrutiny and Performance Panel received information on priorities within Walsall's Children's and Young Peoples Plan. This is a single statutory plan, which sets out what the Council wants to achieve 2007 - 2010. In order to add value the panel decided that the working group should focus on those things that children and young people had said were priorities for them, one of these being bullying. The group also wished to consider the areas that the Joint Area Review (JAR) would be looking at, this included safer recruitment.

1.1 Context

In 2003, the Government published a green paper called Every Child Matters. This was published alongside the formal response to the report into the death of Victoria Climbié, the young girl who was abused and tortured, and killed by her great aunt and the man with whom they lived. After the high profile deaths of Victoria Climbié, Holly Wells, and Jessica Chapman, Lord Laming set out proposals to strengthen Child Protection, his recommendations called for;

- Better co-ordination of multi agency working,
- Sharing information and
- Safer recruitment of staff to work with children and young people.

The Government published Every Child Matters: the Next Steps, and passed the Children Act 2004, providing the legislative spine for developing more effective and accessible services focused around the needs of children, young people and families. The ECM Agenda seeks to achieve better outcomes for children. These outcomes are:

- Be healthy
- Stay safe
- Enjoy and achieve through learning
- Make a positive contribution to society
- Achieve economic well-being

It aims to ensure that these outcomes are at the centre of all policies and approaches involving children's services.

The Children Act 2004 set the statutory changes for children's services. It made it a legal requirement for Local Authorities to address these issues through Local Safeguarding Boards. This places a statutory duty on key people and bodies to make arrangements to safeguard and promote the welfare of children. Schools and further education providers have an equivalent duty through the Education Act 2002.

Each local authority developed its own Local Safeguarding Children Board structure in line with government guidance. Walsall's Local Safeguarding Board was established in February 2006 consisting of senior representatives from each of the main statutory agencies, which include Education Walsall, a schools representative, Social Care, teaching Primary Care Trust (tPCT), NHS Hospital Trust, the Police and the Probation Service. Walsall's Local Safeguarding Children Board meets on a quarterly basis and through the Children's Services Director, reports directly to the Local Authority Chief Executive, the Council's Strategic Leadership Team and to Elected Members through the Cabinet and Scrutiny arrangements.

The Local Safeguarding Children Board has the overarching responsibility to meet the requirements of the Children Act 2004 as follows:

- to coordinate what is done by each person or body represented on the Board for the purpose of safeguarding and promoting the welfare of children in the area of the authority; and,
- to ensure the effectiveness of what is done by each person or body for that purpose.

The Local Safeguarding Children Board exists to facilitate organisations to work together and share information to better protect children. The Board takes into account of and contributes to all five ECM outcomes. The Board measures its performance against the stay safe outcome of the ECM outcomes framework. The Stay Safe outcome consists of five strands

1. Safe from maltreatment, neglect, violence and sexual exploitation
2. Safe from accidental injury and death
3. Safe from bullying and discrimination

4. Safe from crime and antisocial behaviour in and out of school
5. Have security, stability and are cared for

1.2 Reason for scrutiny

At the Safeguarding working group held on 28 February 2007, members received a report on contributory factors to the abuse of children, and domestic violence was stated as a factor. The group also learnt that there were 'hot spots' of domestic violence in Walsall.

At the Children's and Young People Scrutiny and Performance Panel on 15 February 2007 during an agenda item about school uniforms members discussed bullying and the affects on a child's self confidence.

On 5 July 2007 the Children's and Young People Scrutiny and Performance Panel set their work programme for the year. Members prioritised bullying, and children experiencing domestic violence within Walsall as areas of work for the group to review. It was agreed that the Safeguarding Children Working Group would scrutinise arrangements in place to safeguard and promote the welfare of children within Walsall with a focus on bullying, and domestic violence. Once established the group also considered safer recruitment to be an important area to scrutinise under the stay safe outcome.

2. Summary of Evidence Considered

Since its establishment, the Safeguarding Children Working Group has considered a variety of evidence about how children in Walsall are being safeguarded. The Safeguarding Working Group requested key pieces of evidence and structured its review into 3 main streams of investigation, these are;

1. Domestic Violence
2. Bullying
3. Safer recruitment

2.1 Domestic Violence Forum

2.2 Issue

In Walsall, a multi-agency approach has been taken, to deal with the unprecedented rise in referrals relating to Domestic Abuse. Repeat victimisation and a proportionately low number of perpetrators brought to justice are a cause for concern.

Across the multi-agency partnership a Strategic Steering Group was set up, to develop a menu of responses based on a robust risk assessment and a menu of complimentary services. Central to this multi agency approach is securing the necessary resources to support the Domestic Violence Forum services.

Media coverage suggested that future funding for the Domestic Violence Forum in Walsall was insecure. This led to subsequent discussion at the Children's and Young People Scrutiny and Performance Panel, as a result members requested information on funding to the Domestic Violence Forum.

It was acknowledged by the working group that domestic violence was a major factor in the safety of children, as the group had received information stating that domestic violence was a contributory factor that contributed to the abuse of children.

2.3 Findings

The group requested evidence to indicate that funding of the service was secure and questioned who held ultimate responsibility for providing services for people experiencing domestic violence. Councillor Perry was invited to attend the group, as portfolio holder with domestic violence in its remit, to discuss the group's concerns.

On 16 October 2007 the working group were informed that time limited funding has been approved to secure all services until March 2008. The Children and Young People Pillar and Safer Stronger Pillar of the Local Area Agreement (LAA) had combined Neighbourhood Renewal Funding (NRF) to deliver a single service. A Domestic Abuse Response Team (DART) had been operational from August 2007 for which key partners contributed human resources to DART.

The group were informed that Safer Walsall Borough Partnership retains oversight and responsibility for key targets areas (perpetrators brought to justice and repeat victims). A multi agency steering group has responsibility for overall strategy including the development of outcome focussed indicators. The multi agency management group has responsibility for operational management of DART

Members considered the domestic violence victim support programme to be 'cutting edge' as other local authorities looked to the service for best practice.

Members were not satisfied that long term security of the forum was resolved. Members acknowledged the difficulty in identifying funding as it affects many services and the Council has no statutory responsibility to deliver the service. However members felt that a significant risk would be posed to the safety of children if replacement funding was not secured.

On 12 December 2007 Councillor Perry attended the working group and confirmed that domestic violence was a partnership issue and that he had contacted all Councillors to keep them informed. The group learnt that the establishment of DART had secured some mainstream support but that as NRF funding was due to cease there would be a 'gap' of approximately £1m that the partnership needed to fill (this includes funding for DART). Councillor Perry informed the group that a new funding stream (working neighbourhood's fund) had very recently been announced (December 2007) to replace NRF but criteria for this funding stream has not yet been confirmed. Individual areas were being assessed against LAA review targets and if prioritised accordingly will be funded through this route. The group were informed that Councillor Perry intended to report this to Cabinet along with the other items that may or may not be an issue for funding once the process of review is complete.

Councillor Perry informed the group that the 'safer and stronger communities' board has started the process of reviewing its priorities and recognised that without the Domestic Violence Forum the range of services currently available in Walsall would not be possible. He confirmed the infrastructure relating to dealing with domestic violence was now stronger than it had been previously. Councillor Perry recognised the potential impact of domestic violence on children and the risk of children learning behaviours they witness. Councillor Perry confirmed that DART were developing a range of perpetrator responses and this includes getting perpetrators to think about the impact of their behaviour.

2.4 Recommendations

- The portfolio holder (with domestic violence within their remit), continues to champion the long term stability of the domestic violence forum
- The portfolio holder keeps Cabinet informed of the working groups concerns and issues relating to the domestic violence forum
- The portfolio holder keeps scrutiny informed of issues affecting the domestic violence forum on regular basis and as issues occur
- That mainstream funding is pursued to ensure the future of the domestic violence forum

3 Bullying

3.1 Issue

Bullying was recognised by the working group as a major issue within schools and other organisations working with young people. This is because bullying causes harm to those who bully, those who are bullied

and those who watch. Being bullied undermines self esteem and confidence, sometimes with devastating consequences.

Bullying is also one of the key issues that children and young people are concerned about. Child Line state that it is the single most common reason, why children and young people call Child Line each year. Concerns about how adults respond to bullying is the principal reason about which children and young people contact the Office of the Children's Commissioner.

3.2 Findings

Members of the working group organised a visit to Willenhall School Sports College, outside of the working group meetings. Willenhall School Sports College was selected because members were aware that the school had been involved in pioneering approaches to bullying (including the restorative justice approach). The working group considered it important to consider methods of dealing with bullying within the school setting and to talk to practitioners to find out how the policy and charter could be implemented.

The group met with key personnel at the school to gather evidence on approaches to anti-bullying within the school setting. Members considered information obtained at this visit, Councillor Chambers provided a booklet received from the visit 'Restoring the Balance', relating to restorative approaches to behaviour management (appendix 1) for the group to consider as evidence. Members had been interested to learn how the process was used alongside the standard handling of incidences (e.g. suspension etc) and found the visit interesting and insightful, as a result were less sceptical regarding the restorative approach and its place in schools.

Members received the anti-bullying policy and charter approved by the safeguarding children board (**appendix 2**).

The group were informed that all schools had a requirement to have an anti-bullying policy but were able to determine their own individual policies.

The group agreed that the restorative approach does not fit all types of bullying as it is dependent on both parties taking part. They also recognised that some children do not report bullying as they have concerns regarding how adults will deal with their concerns.

The group recognised there was more to be learnt relating to the restorative approach and that further information could be gathered from schools.

The hard work of the Safeguarding Children Board was acknowledged and members wished to give their endorsement to the policy.

3.3 Recommendations

The group recommended that a toolkit or strategy is developed to provide guidance on how adults responded to incidents of bullying and how children and young people received support.

4. Safer Recruitment

4.1 Issue

The 2004 Children Act places a duty on all partner organisations to have robust recruitment and vetting arrangements in place to prevent unsuitable people from working with children. Following a number of high profile cases of the abuse of children and young people, it is important that the Council ensures its recruitment processes are robust.

A number of issues led to a review of procedures within the Council. These were that there is no clarity about what constitutes a regulated post or no comprehensive list of posts designated as regulated. The Criminal Records Bureau (CRB) offers only guidelines, which are not comprehensive and require employers to exercise their own judgement. This means that the advice to managers about the necessity for basic or enhanced CRB checks relies too much on manager's discretion.

The review found that within the Council a comprehensive list of the CRB status for posts currently designated as regulated is not readily or easily accessible. Whilst there is a record held of CRB checks and when they were last updated on staff appointed since the 2002 introduction of the Criminal Records Bureau (and there is a proper rechecking system in place), there is no requirement for rechecking staff that were subject to old style police checks.

There is anecdotal evidence that some posts designated as regulated do not enforce the requirement for rechecking staff. The contract for agency staff does not stipulate a requirement for agencies to supply only CRB checked staff for regulated positions. A number of schools have opted out of the Council's Umbrella Body CRB and Employee Services traded services agreement and as such the Council has no way of instigating compliance monitoring arrangements.

The safety of children within Walsall is dependent upon robust recruitment procedures. It was considered important that members were aware of the issues within this area and involved in making recommendations on how to improve procedures.

4.2 Findings

The group received the findings of a review carried out in November 2007 on the Council's current vetting and barring processes. The review highlighted a number of improvements that could be made to the

current system and made recommendations about the actions required to implement these improvements. Members were involved in discussions of case studies of posts, and gave their comments on these.

Members acknowledged the difficulty of determining those posts which should be subject to a CRB check. Members established that these issues were national and not specific to Walsall, as such the issues needed to be considered in the wider context.

Members considered the findings of the review (on the current vetting and barring processes) which suggested that the Council needed to offer clear guidance to Managers, as a minimum, for posts in the following service areas

- Schools including volunteers, parent helpers
- Early years setting
- Sports and leisure facilities (including contractors providing leisure or sports services on council property)
- Youth Services (including contract providers and casual staff)
- Youth Offending services (including sessional staff)
- Park rangers and park wardens
- Children's Services including administrative staff, with access to children's records,

The findings of the review also suggested that an agreed definition of relevant posts for CRB purposes needed to be created. Members agreed that the Master Vendor Contractor should be required to supply only CRB checked staff for regulated positions. A risk assessment tool should be used in all cases where issues arise from CRB checks on existing staff and an increased awareness of issues and responsibilities through management training, recruitment and induction

The group considered the introduction of an independent safer recruitment panel to be a positive proposal with the following terms of reference;

- Review of relevant posts
- Final decision on positive checks
- Ongoing review to reflect changes arising from guidance and case law
- Provision of guidance to service areas
- Recording and monitoring of decisions
- Engagement with Trade Unions
- Engagement with CRB

Members agreed that Trent needed immediately updating to include the current CRB checked status of all staff in regulated positions and detail of all staff in regulated positions subject to old style police checks. Members had the opportunity to comment on whether

selected example posts should be CRB checked. Members considered risk assessments a valuable tool in safeguarding children.

4.3 Recommendations

Members considered it important that improvements were made and endorsed the recommendations of the review, recommending that members were kept informed of progress made in safer recruitment.

5. Review Recommendations

1. The relevant portfolio holder continues to champion the long term stability of the domestic violence forum at Cabinet and with partners keeping scrutiny informed of issues affecting the Domestic Violence Forum
2. That this review is referred to the Neighbourhoods Scrutiny Panel for consideration of the issues around domestic violence
3. That it is recommended to Cabinet that mainstream funding is pursued to ensure the future of the domestic violence forum
4. That Children's Services develop a toolkit or strategy within X months to provide schools with guidance on how to respond to incidents of bullying, this should be taken to the Children's and Young People Scrutiny and Performance Panel
5. Members are kept informed of progress made in safer recruitment through the Children's and Young People Scrutiny and Performance Panel on a quarterly basis

This review document should be sent to;

- Children's and Young People Scrutiny and Performance Panel
- Councillor Perry
- Cabinet
- Safer Walsall Borough Strategic Partnership
- Submitted as JAR evidence
- Posted on Safeguarding Board website

6. Glossary

ECM	-	Every Child Matters
CRB	-	Criminal Records Bureau
DART	-	Domestic Abuse Response Team
JAR	-	Joint Area Review
NRF	-	Neighbourhood Renewal Funding
The board	-	Walsall Safeguarding Board
tPCT	-	teaching Primary Care Trust
LAA	-	Local Area Agreement

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7. Appendix

1. Restoring the Balance: A guide to restorative approaches to behaviour management in schools (Willenhall School Sports College)
2. Anti-bullying Policy and Charter (Walsall Council, Children's Services)





Walsall Anti-Bullying Policy



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Walsall Anti-Bullying Policy

Contents

1. Walsall's Anti-Bullying Charter
2. Why a policy
3. Bullying and its effects
4. Developing a consistent response:
 - To children and young people who experience bullying
 - To those who bully others
 - To those who seek help for others
 - To the bystander
 - To setting standards, gathering information and learning the lessons

Appendices

Toolkit for schools and other settings
Checklist and self assessment
Online incident monitoring

Anti-Bullying Charter

- We will take bullying seriously
- We will make sure children and young people who experience bullying know how to get help and support
- We will offer services to children and young people who bully others to help understand the consequences of their actions.
- We will work together to set anti-bullying standards for all children's services to work to
- We will monitor services to make sure they are working to the agreed anti-bullying standards
- We will involve children and young people in monitoring the ways services respond to bullying
- We will make sure we keep services informed about bullying in all its forms and the best ways to deal with it
- We will contribute to national and local anti-bullying events.

1. Why a policy

Bullying is one of the key issues that children and young people are concerned about. It is the main reason why they call ChildLine each year, and it is the principal reason about which children and young people contact the Office of the Childrens Commissioner

Bullying causes harm to those who bully, those who are bullied and those who watch. Being bullied undermines self esteem and confidence, sometimes with devastating consequences.

Anti-Bullying Alliance

Bullying is recognized as a major issue within schools and other organisations working with young people. The profile of bullying - and how to deal with it - has never been higher. This policy is designed to assist us all in delivering an effective and coordinated response to bullying in all settings.

We would like to encourage individual schools and other educational, youth, sports, community and leisure settings to work with us in partnership - to draw from this policy to frame their own anti-bullying responses.

2. Bullying and its effects

Bullying and the harm it causes - such as low self-esteem, truancy, anxiety, substance misuse, suicide and self-harm - is now recognised as endemic. It blights lives here and now, and will continue to do so in the future, unless positive steps are taken to tackle it.

(National Children's Bureau 2004 - 'Spotlight' publication)

Definition

Bullying is behaviour by an individual or group, often repeated over time, that intentionally hurts another individual or group. Bullying can produce feelings of powerlessness, isolation, damage the sense of self-worth, and sometimes lead to victims feeling that they are at fault. It can lead to serious and prolonged damage for an individual and indeed their family.

(DfES 2006)

Indicators of bullying

Whilst there are no absolute indicators of bullying the following signs may be indicators

- Change in behaviour, e.g. uncharacteristic withdrawal, moodiness, tearfulness, depression, secretiveness – reluctance to offer reasons for this
- Items of clothing, property, schoolwork, etc, damaged or lost
- Deterioration in educational attainment

- Reluctance to attend specific social activity or school, truancy
- Money going missing at home / at school
- Sleep problems / nightmares
- Coming home hungry (extortion of dinner money)
- Frequent injuries – bruises, cuts
- Running away or absconding
- Increased levels of anger or aggression
- Headaches, stomach aches, reporting feeling unwell, frequently asking to be sent home
- Wanting to change normal daily routines unexpectedly
- Increased internet / mobile phone use may indicate on-line / text bullying
- Attention seeking

Types of bullying

Recent research and studies on bullying have shown that incidents of bullying fall into three main categories:

Emotionally harmful
Physically harmful
Prejudice related

Emotionally harmful bullying can take the form of exclusion from peer activities, talking to others about the victim, using threats, name calling, mimicry, ridiculing, graffiti, refusing to cooperate in work or play. Gestures and comments about appearance or the onset of puberty, sexual innuendos, unwanted exposure to pornographic material,

Physical forms of bullying include any physically aggressive act and include sexual assault

Much of the research shows that bullying in all its forms is often racist, sexist or homophobic, or is targeted at children with special needs or disabilities.

Racist bullying is where a young person is targeted for belonging to a particular minority group

Sexist bullying can be targeted and perpetrated by both genders on opposite and same sex victims.

Homophobic bullying is aimed at gay, bisexual and lesbian young people

The growth of mobile phone and other technologies has brought with it other opportunities for young people to experience bullying. Cyber bullying is a growing phenomenon, and adults should be watchful of any change in behaviour associated with use of such technologies

3. Developing a consistent response

Anti-bullying responses in all settings should be underpinned by the following:

- A strong ethos which promotes tolerance and respect, including respect for difference and diversity
- Positive leadership from staff on how bullying is to be dealt with
- Periodic consultation with children and young people to find out what bullying occurs, when, where and by whom
- Availability of safe play areas or quiet rooms
- Promoting buddy systems and mixed-age activity
- Independent listeners, including older young people, to whom victims of bullying may turn
- The involvement of children and young people in procedures dealing with instances of bullying through 'circle of friends', peer mediation and other schemes
- Provision of follow-up with the victims of bullying and bullies themselves

To children and young people who experience bullying

- Assurances that the issue will be taken seriously
- Intervention informed by the victim and designed to ensure the intervention does not escalate the problem.
- Monitoring and review

To those who bully others

An intervention informed by the victim, with proper monitoring and review which:

- Holds them to account for their behaviour
- Faces them with the harm which they have caused
- Gives direction to behave in ways which do not cause harm
- Offer steps they can take to address harm they have caused

Restorative justice (see appendix 1) is one suggested method of intervention

To those who seek help for others

Information, advice and follow up.

The role of the bystander

A number of research studies into bullying have focused on the social context such as where the bullying takes places and peer pressures that impact upon situations. A key question asked is, "What do other children do while the bully is harassing the victim."

Research from the Anti Bullying Alliance offers the following advice:

- Peer bystanders are powerful moderators of bullying
- Many bystanders may not intervene because they are concerned for their safety and self preservation

- Many bystanders do not intervene because they consider they do not have the knowledge and skills to intervene affectively and may make matters worse for the victim
- By changing the behaviour of the bully “A Bully rarely continues to bully without his supporters and audience”.

Services should take this into account when raising awareness and developing responses

To gathering information and learning the lessons

Standards and self evaluation

Organisations working with children and young people should evaluate their current responses considering the following questions:

1. How is information about bullying and harassment currently recorded?
2. How detailed is record keeping in terms of type of bullying/ harassment?
3. How effective are follow up procedures?
4. What strategies are in place to support the Bullied, the Bully, and the Bystanders?
5. What strategies are we using to move forward with those involved, including parents/carers/families

There is a need for all agencies to ensure that their approach to bullying addresses a number of key areas to ensure that change to ways of working is substantial.

- 1 Staff training/Awareness – Staff at every level will need to develop skills and knowledge to understand their role in recognising and addressing bullying.
- 2 Multi-agency – To ensure that key targets regarding reducing incidence of bullying are being addressed.

Services are invited to self assess against a set of graded standards See Appendix 3
Services can apply to WSCB for charter mark See Appendix 2 against the standards

Walsall online – web based monitoring system

Appendix 1

Restorative Justice Approach

Restorative Justice is an approach used to address harmful behaviour and conflict in a community. The approach sees wrongdoing as essentially a violation of people and relationships.

The principles of Restorative Justice are that the victim's needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in the reparation process.

Understanding the idea of 'harm' is important to understanding 'Restorative Justice.' Restorative Justice approaches are a positive way of dealing with inappropriate behaviour including bullying. Rather than using blame and punishment, those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. Those involved are then able to look at what needs to be done to put things right.

In situations where bullying has occurred, whether we have been harmed or have caused harm to other, we have needs. Identifying what these needs are and getting them met is more likely to help resolve the situation satisfactorily.

For example;-

What I need when I have been harmed:

- Someone to listen
- Space to think about the event and to calm down
- A chance to ask 'Why me?' 'What did I do to deserve it?'
- If external agencies are involved or formal investigation is being undertaken, I need to be kept informed of progress
- I want the person who has caused the harm to understand and acknowledge the effect of their actions on me and anyone else affected
- A sincere, spontaneous apology
- If possible, for things to be put right
- Reassurance that it won't happen again
- A sense of justice
- A sense of being able to put it behind me and of feeling more in control of my life

What I need when I have caused harm to another person:

- Time to think
- For someone to listen to my story
- To be able to explain to myself and the other person why I did what I did
- A chance to apologise
- To be able to put things right
- Reassurance that the matter is finished and that I can move on

For the Restorative Justice approach to work certain guidelines need to be adhered to.

These are:

- All people should be treated with respect

- Feelings, needs and rights should be considered
- The importance of communication is recognised
- There is a willingness to listen to another's viewpoint or perspective
- The focus is on solving problems
- All those affected by an incident are involved in a decision about the way forward
- As far as possible, the physical and emotional harm is repaired.

Restorative Justice is one approach that can be used effectively in bullying situations. The aim is to teach the young person to take responsibility for the impact of their behaviour on other people.

It is "An invitation to join in conversation so that we may support and learn from each other."

(Howard Zehr 2002)

Appendix 2

WALSALL'S ANTI-BULLYING CHARTER MARK

REGISTRATION FORM

Service.....

We would like to register our intention to apply for Walsall's Anti-Bullying Charter Mark.

Signed

Position

Date

Please return to:

Appendix 3

Anti Bullying Standards

Criteria: Whole agency involvement	Bronze	Silver	Gold
1.	A link person is identified to facilitate the WSCB Anti Bullying Strategy	The agency / service is working towards developing an Anti Bullying Partnership team with a core membership of the link person, a senior manager, a parent/carer, practitioners, children and young people.	An effective Anti Bullying Partnership Team has been established for at least 12 months.
2.	Staff and service users know who the link person is.	Some team members have been identified by staff and service users.	Some team members have been identified by staff and service users.
3.	Anti Bullying events are held by the organisation, eg. info. stands, assemblies, group activities	Regular Anti Bullying events are organised. Activities could include competitions, training, a themed Anti Bullying Week.	Regular Anti Bullying Events are organised including a contribution to the annual Anti Bullying Awareness event.
4.	Anti Bullying literature is available e.g Anti Bullying Policy	Anti Bullying literature is displayed and is easily accessible to all.	Anti Bullying literature, including any developed by the partnership team, is circulated to all children, parents, service users, staff. Anti Bullying Partnership team regularly coordinates displays.
5.	Agency / service identifies areas and times when bullying is more likely to occur.	Takes steps to minimise the opportunities for bullying to take place.	Takes steps to minimise the opportunities for bullying to take place . Regularly reviews bullying data.
Criteria: Policy	Bronze	Silver	Gold
1.	Agency / Service has an Anti Bullying Policy	Anti Bullying Policy has been developed by staff and children and is reviewed annually.	Anti Bullying Policy is reviewed annually by the Anti Bullying Partnership Team.
2.	Agency / Service has an Anti Bullying Policy	Anti Bullying Policy is issued to all staff and children / young people.	Anti Bullying Policy is issued to all staff and children / young people and is routinely covered in induction

			processes.
3.	The Anti Bullying Policy includes a clear complaints procedure for use if incidents have not been delt with to parents (and or childs) satisfaction.	The Anti Bullying Policy includes a clear complaints procedure for use if incidents have not been delt with to parents (and or childs) satisfaction.	The Anti Bullying Policy includes a clear complaints procedure for use if incidents have not been delt with to parents (and or childs) satisfaction.
4.	There is an agreed system for recording and investigating Bullying incidents.	The agency / service uses the Walsall on line reporting tool for recording and managing incidents of Bullying	The agency / service uses the Walsall on line reporting tool for recording and managing incidents of Bullying

Further guidance:

Bullying Don't Suffer in Silence (DfES)

www.dfes.gov.uk/bullying

Anti-bullying Alliance Tool kit

www.antibullyingalliance.org.uk

Useful Contacts:

Anti-bullying Alliance	-	www.antibullyingalliance.org.uk
Anti-Bullying Network	-	www.antibullying.net
BBC Bullying survival guide	-	www.bbc.co.uk/education/bully/index.htm
ChildLine	-	www.childline.org.uk/
Kidscape	-	www.kidscape.org.uk
Peer Support Networkers	-	www.peersupport.co.uk
Barnardos	-	www.barnardos.org.uk
BBC Website 'Bullying'	-	www.bbc.co.uk/schools/bullying
Beatbullying	-	www.beatbullying.co.uk
Bully OnLine	-	http://www.successunlimited.co.uk
Children's legal centre	-	www.childrenslegalcentre.com
DfCS Website	-	www.dfes.gov.uk
DfES Parent' Centre	-	http://www.parentscentre.gov.uk
DfES	-	www.dfes.gov.uk/bullying
Every Child Matters	-	www.everychildmatters.gov.uk
Healthy Schools	-	www.wiredforhealth.gov.uk
National children's bureau	-	www.ncb.org.uk
NSPCC	-	www.nspcc.org.uk
Ofsted	-	www.ofsted.gov.uk
Parentline Plus	-	www.parentlineplus.org.uk

Teachernet - www.teachernet.gov.uk

Young Voice - www.young-voice.org
Cyber-Bullying

If you feel you are being bullied through your mobile phone, either with phone calls or text messages, you will be able to seek help from your phone network provider using the phone numbers below:

Orange - 07973100150, or 150 from an Orange phone

Vodafone - 0870070011, or 191 from a Vodafone phone

O2 - 08705678678, or 4445 from an O2 phone

Virgin Mobile - 08456000070, or 789 from a Virgin Mobile phone

3 Network - 08707330333, or 333 from your 3 Network phone

T-Mobile - 08454125000

If you are experiencing bullying phone call through your landline, the numbers of the providers below may be useful:

British Telecom Nuisance Call Advisor - freephone 0800661441

NTL - 08454540000

Telewest - 08451420220

If you are experiencing cyber-bullying through your email account, you may want to contact your Internet service provider for help.

<http://www.antibullying.net/cyberbullying5.htm>

Information for parents

ALEXANDER, J

Your child bullying: Practical and easy to follow advice

Element Books (1998)

ELLIOTT, M

101 Ways to deal with bullying, A guide for parents

Stoughton (1997)

KIDSCAPE

Keeping safe: A practical guide to talking with children

Kidscape, 152 Buckingham palace Road, London SW1W 9TR (1990)

LAWSON, S

Helping children cope with bullying

Sheldon Press (1994)

LINDENFIELD, G

Confident children: A parents' guide to helping children feel good

Thorsens (1994)

MELLOR, A

Bullying and how to fight it: A guide for families

Scottish Council for research in Education, 15 St John Street, Edinburgh EH5 5JR
(1993)

PEARCE, J

Fighting, teasing and bullying: Simple and effective ways to help your child

Wellingborough: Thorsons (1989)

TRAIN, A

The bullying problem: How to deal with difficult children.

Condor Book, Souvenir Press (1995)