Anti-bullying Policy

Introduction

Public awareness about the serious consequences of bullying has been raised through media coverage of the most tragic outcomes for some victims of bullying. Bullying in schools has long been recognised as a cause for concern and there have been major developments within schools to minimise the problem through the establishment of anti-bullying policies.

Children in Local Authority accommodation live and interact together over a much more prolonged and intense period than children who live with their families, and who may escape from a bully at the end of the school day. These children are also likely to be psychologically and emotionally more vulnerable in comparison to children with supportive family networks and secure family backgrounds.

Legislative Framework

In accordance with the Children Act (1989) a Local Authority has a duty to safeguard and promote the welfare of children it is looking after. The Children and Families Service recognise that bullying behaviour can have a detrimental effect on the welfare of children, and is thus committed to responding to the problem of bullying in a concerned, consistent and comprehensive manner.

The Children Act (2004) creates a duty for the key agencies who work with children to take into account the need to safeguard and promote the welfare of children. It also establishes a duty on Local Authorities to make arrangements to promote co-operation between agencies in order to improve children's well being with reference to the five key outcomes (Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution, and Achieving Economic Well-being), and to allow pooling of resources to support this.

The Race Relations Amendment Act (2000) places councils under a statutory duty to:
- Eliminate unlawful discrimination,
- Promote equality of opportunity, and
- Promote good relations between persons of different racial groups.

The Disability Discrimination Act (1995) places a duty on the public sector to promote equality of opportunity for disabled people and to eliminate discrimination.

Parameters of the Policy

This Policy covers all children and young people who are in the care of Doncaster Social Services, placed at home with parents and those placed outside of the borough.

The Children and Families Service is aware that bullying must be tackled (dealt with) on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. Guidance for staff and carers on how this can be achieved, can be found in the accompanying "Anti-bullying Procedure".

Policy Philosophy

Every child or young person in the care of Doncaster Social Services has the right to live in a safe and supportive environment, free from physical or emotional harm, harassment, victimization and ridicule from either individuals or groups.

The Policy

1. Definition of Bullying

Bullying is aggressive, intimidating, or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Research confirms the destructive effects of bullying on young people's lives. Although some children and young people can shrug it off, bullying can produce feelings of powerlessness, isolation from others, undermine self-esteem and sometimes convince the victims that they are at fault.

Those who bully aim to hurt by means of force, intimidation or ridicule in order to control others or perhaps to inspire a reaction that escalates the situation.

2. Focus of Bullying

The focus of bullying can be more or less anything that distinguishes an individual and represents a deviation from a presumed norm, e.g. body shape, hair colour, family circumstance, etc.

3. Bullying of Specific Groups

3.1 Racist Bullying can range from name calling and verbal taunts, to physical attacks and involves the aggressive targeting of an individual/individuals on the grounds of their perceived racial, cultural, national or religious identity.

"A racist incident is any incident which is perceived to be racist by the victim or any other person." Race Relations (Amendment) Act 2000

3.2 Homophobic bullying targets a victim on account of his/her actual or perceived sexual orientation. Children and young people may also be the victims of bullying behaviours as a result of their parent/s or carer/s perceived or actual sexual orientation.

Homophobic bullying may involve physical, non-physical, direct and indirect bullying behaviours. Unwitting behaviours can also contribute to a climate in which homophobic bullying occurs. Homophobic bullying may also include the regular use of consciously offensive and discriminatory language, particularly the widespread negative use of the term "gay".

3.3 Gender bullying is widespread and it impacts on both females and males. It can include bullying of males by females, although the opposite is more common. Gender stereotypes and the experiences some children have of relationships between adults of both genders, including those that may be abusive, can contribute to establishing grounds for gender bullying.

Behaviour associated specifically with gender bullying may also include; abusive name calling, use of sexual innuendo and unwanted propositioning, graffiti with sexual content, spreading rumours questioning sexual reputation and in extreme cases, sexual assault or rape.

3.4 Children and Young People with Special Educational Needs, Learning Difficulties or Disabilities
Children and young people with Special Needs, learning difficulties or disabilities may be targeted because of their need or disability or because their needs might involve behavioural problems which could lead to them becoming provocative victims. Such children and young people may not be able to articulate experiences as well as other children and young people. However, they are often at greater risk of being bullied.

There is also increasing evidence that children of a high academic ability may be targeted because of their levels of achievement and/or their involvement in out-of school initiatives.

3.5 Children and Young People who are Looked After
Children/young people who are looked after, either in residential or foster care can find themselves the target of bullying because of this. This can also apply to children and young people who have been adopted.

4. How Bullying is Conducted
There are differences in how bullying is conducted. It can be a one-off incident or repeated over a period of time, and damaging either way. It can be obvious, but it can also be subtle. It can be one child/young person against another or involve several children/young people. Some children may have learnt from parents or carers to get their own way by power-assertive methods, hitting, pushing and shouting. This is reflected in their interaction with peers and more vulnerable young people.

Bullying can include one or a combination of the following:-
• Spreading lies/rumours
• Exclusion from peer group activities
• Abusive letters
• Coercion
• Teasing

- Threatening
- Kicking
- Name calling
- Being made fun of
- Nipping
- Poking
- Rude gestures
- Hitting/smacking
- Stealing
- Pushing
- Swearing
- Rape
- Abusive text messages
- Following someone
- Scaring someone
- Dirty looks
- Being shouted at
- Staring
- Spitting
- Recording incidents using mobile phones etc, for example "happy slapping"

This is not an exhaustive list. If the child/young person experiences a particular behaviour as bullying, then this must be taken seriously.

5. Who Bullies?
A bully is a person or group who deliberately and wilfully abuses their power or strength to intimidate or frighten others, usually those whom they have identified as being able to offer insubstantial resistance. This is generally deliberate but may be unintentional. Younger children may use bullying behaviour because they are unaware of the social consequences, or because they have learnt this behaviour from either their peers, or the adults around them. Children and young people who have been abused in other situations or witnessed abuse or have witnessed domestic violence may also become victims or perpetrators of bullying.

6. The Effects of Bullying
The most common effects of bullying are:-
- Anxiety and depression, which can lead to intermittent and long-term absence from school, resulting in under-achievement.
- Poor self-esteem which prevents children and young people from forming positive relationships and can lead to feelings of worthlessness and betrayal.
- Withdrawal which may lead to reduced participation in school and other activities, isolation or self-harm.
- Loss of identity.
- Guilt that the victim "allowed" it to happen.
- Mental health difficulties.

6.1 Signs and Symptoms

A child/young person may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:-

- Becomes withdrawn anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Asks for money or starts stealing money (to pay bully)
- Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Changes their usual routine.
- Belongings being damaged.
- Other children seen wearing the child's clothing/jewellery, or using their belongings, such as mobile phones.
- Subservient relationship between two children.
- Becomes unwilling to attend contact visits.
- Begins to have problems at school such as:-
  - Is frightened of walking to or from school.
  - Does not want to go on the school/public bus.
  - Is unwilling to go to school (school phobic).
  - Begins truanting.
  - Feels ill in the morning.
  - Begins to do poorly in school work.
  - Comes home with clothes torn or books damaged.
  - Have possessions go "missing".
  - Has dinner or other monies continually "lost".
  - Comes home starving (money/lunch has been stolen).

Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

7. The Consequences for the Bully

Those who bully, and bully successfully or without challenge, are likely to continue to use bullying behaviours in their relationships with other children and adults. Their bullying behaviour can become part of a more generally anti-social and disordered behaviour pattern.

They may also go on to perpetrate domestic violence, which is defined as a controlling behaviour involving physical, sexual, emotional, economic and/or psychological abuse within all kinds of intimate and family relationships.

Monitoring of the Policy

In order to assist the continuing development of effective practice, this policy will be evaluated twelve months after its implementation. The evaluation will incorporate the views and perceptions of children and young people, as well as the views of those implementing the policy on a day to day basis.

Adapted from:-

- "Anti-bullying Policy for Schools" (Kidscape).
- "Policy Guidance on Anti-bullying and Anti-harassment for Schools." (Tower Hamlets L.E.A.)

Anti-bullying Procedure

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Introduction

Bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. This must be seen as the responsibility of everyone working with Looked After children and young people, although there will also be specific responsibilities attached to certain roles as detailed below.

Parameters of the Procedure

This Procedure covers all children and young people who are in the care of Doncaster Social Services, including those placed in foster care, and those placed outside of the borough. It should be read in conjunction with the current "Anti-bullying Policy", and with reference to the "Young Person's Guide to Anti-bullying"

1. Preventative Work

Children who are bullied are likely to fear raising their concerns, fear reprisal, and have reservations about making complaints. Families, carers and professionals must take responsibility for preventing bullying and creating a climate within which children are encouraged to raise concerns, comment and complain.

1.1 Raising Awareness of the Anti-bullying Policy and Procedure

Both the Anti-bullying Policy and Procedure are on the intranet. The Anti-bullying Procedure is also contained in the Children and Families Procedure Handbook. All Social Work staff, and their Managers (including Safeguarding and Independent Reviewing Officers), should be aware of the Policy and Procedure and use it in a consistent manner when necessary. All foster carers will also have a copy of the Foster Carers Guide to the Policy and Procedure. All children and young people should be provided with a copy of the Young Person's Guide when they come into the care of Doncaster Social Services.

1.2 Values and Attitudes

In order to diminish the likelihood of bullying behaviour gaining acceptance there is a need to create and maintain an environment and ethos where respect for others is a core value. The aim of fostering mutual respect amongst children should be made explicit. Suggested strategies to achieve this might include the following:-

> (a) Establishing an equal opportunities policy within each home (residential or foster), see Appendix 1 for an example of such a policy. The issue of equal opportunities should be made explicit and not assumed to be implicit in practice. Children and carers could be involved in drawing up the policy and creating posters, drawings, leaflets etc., to advertise its existence. When new children are admitted to the placement they and their worker, and/or family, should be made aware of the

existence of this procedure and how it links into the anti-bullying policy.

    (b)   The aim of fostering mutual respect amongst children can clearly be assisted by appropriate adult values and attitudes. Families, carers and professionals can demonstrate warmth and positive interest towards children, as well as setting firm limits to unacceptable behaviour, attitudes and language.

    (c)   Co-operative and supportive relationships amongst children should be actively encouraged and this type of behaviour should be praised and valued. Consideration should be given to how this type of behaviour can be promoted.

Where children and young people are placed with parents or family members, professionals working with the family could explore some of these ideas with them.

1.3 Identifying Vulnerable Children
Thorough communication between agencies, carers, family and children/young people themselves, about past and present experiences of bullying, can assist in identifying the most vulnerable children. **The issue of bullying should be raised and discussed on admission.** If a child/young person has been a victim, or a bully in other settings prior to admission they will most probably continue to be vulnerable to this type of behaviour.

Risk assessments should be undertaken by Fostering Social Workers with Locality Social Workers prior to admission to foster placements. Risk assessments should be undertaken by Residential Social Workers with Locality Social Workers prior to admission to residential units.

Liaison with the child's school is particularly important, it will be helpful to share information about a child's vulnerability or aggression and how school deal with this. Children with disabilities are often at greater risk of being bullied, and may be less able to articulate their experiences (see Anti-bullying Policy).

1.4 Awareness of 'High Risk' Times and Places
Knowledge about bullying shows that it often happens at times and in places where there is little adult supervision. Stressful times such as bedtimes, mealtimes or following difficult contact visits, have also been identified as high risk times for children. An awareness of this shows the need to be vigilant and provide supervision for those most vulnerable children. Supervision is an important factor in reducing bullying. Additionally, positive intervention with the perpetrator at these difficult times can often prevent events from occurring and divert attention away from the vulnerable child.

1.5 Play-Fighting

Play-fighting and other play and games can provide a screen for bullying behaviour. Genuine rough and tumble play will usually involve smiling or laughing. More serious fighting or bullying and coercion during play will be indicated by frowns, grimacing, crying and other signs to show that aggression and force is being used. Play-fighting should not be encouraged as it can quickly escalate out of control and then be difficult to stop.

2. Responding To Incidents of Bullying

2.1 Reporting Bullying

Children can be reluctant to report bullying for fear of reprisal or because they think they will not be listened to. Once a climate of anti-bullying has been established wherein children are encouraged to report bullying, and know that they will be taken seriously, reporting of incidents increases. Workers and carers must make a deliberate point of talking to children about bullying in order to assist them in reporting it and the Anti-bullying Policy and Procedure must be made explicit. When a child says they do not like something another child or young person is doing to them (not just physical, but verbal or other negative actions) they must be listened to and taken seriously. Even if you do not view the action as serious, the child may.

Staff and carers can think about ways that children and young people can report incidents of bullying. The introduction of an independent listener system, or mentoring scheme might facilitate this. When children or young people report incidents of bullying, the member of staff or carer will need to be mindful of what information needs to be kept confidential, and what information needs to be shared, and with whom.

2.2 Recording

Bullying activities should be recorded fully and consistently for children who have been bullied, or who are bullying others. The action that was taken should also be recorded. Key Workers in residential care and foster carers should check this recording on a weekly basis in order to identify the extent of the problem for each child. This information should be shared with the child's Locality Social Worker at an early stage (see 2.3 below). This information will also assist in the effective planning of strategies to prevent incidents, including identifying high risk times and situations.

In cases of physical injury caused by bullying the appropriate incident form should be completed in addition to the above recording.

Where either the victim, or anyone else involved with the case (including family members, carer, and social workers) perceives an incident as being racist, then the Doncaster procedure for reporting racist incidents should also be followed, and the appropriate forms completed (see Racist Incident Policy and Procedure available on the intra-net).

All reports of bullying in Residential Units will be collated on a monthly basis as part of the Regulation 33 visits.

2.3 Role of the Social Worker
The child's Social Worker should be notified about incidents of bullying at an early stage. Social Workers should respond in a concerned and supportive manner and view it as a serious issue for discussion and action with the child and their carer, using some of the suggestions contained in sections 2.7 and 2.8. Timescales should be agreed for action. Where the other child(ren) involved (either as perpetrator or vulnerable child) is also Looked After, then their Social Worker should be informed, and consulted with.

See section 1.3 for responsibility regarding Risk Assessments.

2.4 Role of the Fostering Social Worker
Fostering Social Workers should respond in a concerned and supportive manner and view it as a serious issue for discussion, both with the Locality Social Worker and the Foster Carer. Where there are concerns that the Foster Carer is not identifying incidents of bullying, the Fostering Social Worker can work with them to raise their awareness of anti-bullying issues.

See section 1.3 for responsibility regarding Risk Assessments.

2.5 Role of the Safeguarding and Independent Reviewing Officer
The issue of bullying should be raised at Statutory Review meetings. The Protection and Planning Officer should be aware of the Anti-bulling Policy and Procedure and ensure that this has been followed in all cases where bullying is highlighted as an issue. This will raise awareness about the problem, facilitate communication between carers and agencies and promote the discussion of consistent strategies for dealing with the problem.

2.6 Role of the Residential Manager
The Residential Manager will be involved in any situation where concern is raised over the emergence of a "culture of bullying" within a Residential Unit, in order to look at ways of collectively addressing the problem within the unit. This approach will not focus on particular incidents of bullying, but will look at the overall situation within the unit.

2.7 Respond to the Bullied Child
Children who are victims of bullying should be supported and offered strategies to help them resist future bullying attempts. Staff should agree with the child beforehand the action they will take in order to ensure that any such action will not make the situation worse for the child. Strategies may include:-

(a)   Assertiveness techniques (see Appendix 2)

(b)   Ways of enlisting support at the time of a future incident.

(c)   Identifying with the child when and where the bullying happens most, in order to provide increased supervision and support at that time or place.

(d) Consideration of therapeutic services (individual counselling, direct work) to address more deep-seated problems such as lack of confidence and poor self-esteem.

(e) Staff should endeavour to support the child/young person in their current placement, and only consider moving the bullied child/young person after clear consultation with them and as a last resort.

2.8 Respond to Children Who Are Bullying Others

This response must be focused on disapproval of the bullying behaviour, not the child. Do not use tactics that involve the use of aggression, humiliation, sarcasm or threats, or tactics that are bullying.

Consider as a staff group/foster carers, and with the child/young person themselves what sanctions would be appropriate. Make everyone involved with the child/young person aware of what action you have taken. For children/young people who are involved in persistent bullying a planned and co-ordinated approach will be needed. This may include:-

(a) A personalised behaviour management plan drawn up between workers, others involved in the child/young person's care and the child/young person, in order to attempt to address the bullying behaviour on a day to day basis. This may include diversion strategies as outlined in section 1.4. It will be necessary to convene a network meeting of relevant people in order to draw this plan up and review the plan at regular intervals.

(b) Consultation with specialist children's services (e.g. Chatham House, Educational Psychologist) to seek advice on the content of such a plan.

(c) Identifying therapeutic services (individual counselling, direct work) to address problems, which underlay a child's aggression and their difficulty in interacting with others. Children who bully often have a poor self-image and lack confidence despite their bravado.

(d) Increased supervision of the child who is bullying and potential victims will minimise the opportunity for bullying.

(e) Consideration may need to be given to whether the perpetrator can remain in that placement, or whether they need to be moved. This action should only be taken when all other avenues have been explored, or when the risks to other children and young people and/or the perpetrator are considered to be great enough. This should only take place after consultation with the Locality Social Worker,

their Manager, Safeguarding and the Independent Reviewing Officer, the young person and their family.

2.9 Respond to the 'Provocative' Victim

These are children/young people who may provoke bullying by others because of their own provocative behaviour which may include tormenting, irritation and general bullying. This can often be a coping strategy for survival within the placement. Strategies such as those described in **2.7** and **2.8** may be appropriate for these children as well as helping them to realise the consequences of their own behaviour. Additional supervision of these children and young people may also be effective.

2.10 Children's Rights Service

Children and young people must be given information and support to raise concerns about bullying. Staff and carers should seek advice and assistance from the Children's Rights Officer who will also offer support to individuals. This does not take away the duties of staff and carers to take action outlined within these procedures to deal with bullying.

2.11 Comment and Complaints Procedure

Children and young people should be made aware of the comment and complaint procedures and the role of the Children's Complaints Officer, by staff and carers.

2.12 Child Protection Procedures Strategy Meetings

In cases where the bullying is severe and persistent and a child/young person's is suffering or is likely to suffer significant harm, a Special Circumstances Strategy Meeting should be held. Advice should be sought from the Safeguarding Team to ascertain if such a Strategy Meeting should be held to address the issue and also to explore the possibility of instigating a criminal investigation. Consideration should be given to the attendance of the Children's Rights Officer and the Children's Complaints Officer at these meetings.

2.13 Bullying by a Member of Staff

Young People living in children's homes should feel safe and be able to trust unconditionally, the members of staff working there. They should be assisted to develop socially acceptable behaviour through encouragement, positive role modeling and constructive response to inappropriate behaviour (see section 1.2). Members of staff must ensure that care practices at the home are fair and consistent and clearly comply with both national and local legislation, policy and procedures.

Members of staff must not seek to control young people in manner that can be observed as bullying. Name calling, threats to have young people discharged, threats to tell their parents, social workers or other agencies involved with the young people are unacceptable and may be viewed as intimidatory or controlling behaviour and as bullying.

Bullying will be considered as a disciplinary matter and may lead to disciplinary action against members of staff.

Additional information and guidance can be found in:
- National Minimum Standards for Children's Homes (Department of Health, 2002)
- Children's Homes Regulations (2001)

2.14 Training for Staff
All staff working in Doncaster's residential children's homes must attend a training course on Team Teach.

3. Children Placed Outside of the Authority

3.1 Children Placed Outside of the Authority in Residential Units
It is the expectation that Residential establishments would have their own Anti-bullying policies. The placing Social Worker should check their existence either before placing the child/young person, or at the point of placing the child/young person. They should also ensure that this policy is adequate to protect the child/young person should any incidents occur, and that the policy is acted on appropriately if incidents do occur.

3.2 Children Placed Outside of the Authority in Other Settings
For children/young people placed out of the Authority in other settings, such as foster homes which do not have an existing Anti-bullying policy, the Social Worker should ensure that the carers are familiar with the Doncaster Anti-bullying policy, and that it is used when necessary.

Monitoring the Procedure
In order to assist the continuing development of effective practice, this procedure will be evaluated twelve months after its implementation. The evaluation will incorporate the views and perceptions of children and young people, as well as the views of those implementing the procedure on a day to day basis.

Appendix 1

Equal Opportunities Policy

We believe that every child or young person in the care of Doncaster Social Services has the right to live in a safe and supportive environment, free from physical or emotional harm, harassment, victimization and ridicule from either individuals or groups.

No-one should have to suffer racist or sexist abuse.

No-one should have to suffer name-calling.

No-one should have to suffer physical violence.

No-one should feel victimised in any way.

It is everyone's responsibility to ensure that bullying is not tolerated.

If there is a problem - share it.

Assertive Behaviour

Assertive techniques provide users with a script or set of actions which they can use to meet their needs in particular situations. These techniques have been found to help children feel more control and power, and less anger and despair.

Assertiveness techniques depend on a combination of verbal messages and confident body language. It is important that a child is helped to practise and rehearse these techniques until they feel comfortable with using them. Rehearsal can be in real life situations or through discussion with a worker, or in a group.

Body Language

When responding assertively to a situation a child should stand upright and look the other person in the eye, their hands and arms should be at their side or in their pockets, not in a defensive or aggressive position.

Assertive Statement

An assertive statement is one which is clear, honest and direct. It entails saying calmly what you want and how you feel. For example, a response to teasing and tormenting could be, "I don't like it when you do that. I want you to stop".

If children continue to be put under pressure the assertive statement should be repeated in the same calm manner, this is known as "the broken record" technique.

Leave the Situation As Soon As Possible

This can be an additional solution to the assertive statement or an alternative solution, again being aware of confident body language. If a child leaves the situation they should go to tell an adult as quickly as possible.

Enlisting Support

Children should be made aware that others can help them stand up to the bulling situation.   Children should be helped to identify who might be supportive and discuss how they will approach them.   If there are other children or adults nearby during an incident they may be able to shout to attract their attention.

Building Self-Esteem

Developing assertiveness techniques should also include activities and exercises to build self-esteem.

This brief outline of assertiveness techniques has been taken from:-

"Tackling Bullying in Your School"
Ed. By Sonia Sharp and Peter K. Smith
Routledge, London, 1994

Child psychologists and therapists will be able to assist with more detail of assertiveness techniques.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE'S SERVICE

Record of Young Person Being Bullied – (Pilot Form)

Unit:

Name of Young Person: ....

Date	Time	Name(s) of Young Person(s) Involved	Category ** and stress factors (see overleaf)	Daily Interaction Sheet Number	Incident Report Number	Notification To (Record Name and Date of Contact) (see below)	Official Contact No.

N.B.: See Guidance overleaf
*Examples of who notification may include:-

| Child Protection | Provider Manager | Inspection Unit | Social Worker | Police | Complaints | Children's Rights Officer | Other, please state | Parents |

Bullying Record

Bullying can have extreme detrimental effects upon the children and young people within our care. These can include: feeling worthless, unwanted, eroding of confidence, poor self esteem, anxiety, fear, depression, humiliation, self-harm, absconding, social isolation and in extreme situations, suicide.

It is therefore **imperative** that all incidents of bullying are **recognised** and **recorded.** This form is intended to aid this process and provide a quick reference point when analysing individual experiences of bullying.

**Forms of Bullying - Categories

- **(V)** Verbal abuse and name-calling (including sexual, racial comments).

- **(P)** Physical aggression such as hitting, pinching, nipping, poking.

- **(G)** Rude gestures.

- **(E)** Extortion, taking belongings, blackmailing into co-operation.

- **(T)** Provocation, teasing, taunting or tormenting.

- **(I)** Isolation - exclusion from peer group activities, friendships, games.

*** Stress Factors
  Grade 1 – 5 (5 being the young person being really upset.)

Record Keeping

Date and Time: It is important that dates and times are identified. This could become significant and help when developing strategies to address the problem.

Names: Identification of the person(s) involved in bullying activities. Irrespective of them being a victim of bullying themselves or in the past.

Category: See above for codes. It is important that we understand the experiences of such victims. This may also serve as a way to monitor the way in which the bullying is increasing in severity.

Daily Interaction Sheet: This will link the information with a more detailed outline of event, actions taken by staff and any input/guidance from locality teams.

Incident Report: Link to detailed incident report if appropriate.

Notification: Record name of worker if duty system is being used. It will not be necessary to inform the Social Worker on every occasion, this will be determined by the severity of the incident and the planned strategy in place for dealing with particular situations.