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SECTION 1

Introduction

All children, young people and vulnerable adults in Knowsley have the right to go about their lives without fear of being threatened, assaulted or harassed. Knowsley Council is committed to providing safe environments for children, young people and adults, which includes addressing the issue of bullying so that they feel safe from harm.

The strategy provides an over-arching framework and standards for the Local Authority and partner agencies to ensure that bullying is tackled as a safeguarding issue, not only in our schools but wherever children, young people, vulnerable adults and families come together and in the wider community as a whole.

VISION

Knowsley - A safe place to be and a place to be yourself

Mission Statement

We aim to draw together the work of statutory, voluntary and community organisations and establish a co-ordinated and consistent approach to tackling bullying in all Knowsley school, youth and community settings. We aim to establish an environment in which all children and young people feel safe and valued and in which they can flourish. We aim to reduce the frequency of bullying incidents and to increase the likelihood that incidents are disclosed to responsible adults and to intervene effectively when bullying occurs.

We will encourage a collective and proactive responsibility for promoting a culture where bullying is not accepted and will be challenged. We want Knowsley to be a place where all people feel safe and secure where they feel respected and are able to grow and develop.

Knowsley's definition of bullying

Behaviour by an individual or group of people, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally or is perceived to do so.



What does the research tell us?

- Boys are four times more likely than girls to engage in direct bullying.
- School-wide policies decline in effectiveness over two to three years and as a result bullying increases.
- Children are divided on the best way to deal with bullying. For example older children were less likely to phone a national helpline.
- Adults claimed they took bullying seriously although children claimed it was often dismissed as 'child's play'.
- Developing a culture where it's ok to 'tell' is key to tackling bullying.
- Cyber bullying has become more prevalent.
- Phone, text and e-mail were the most common forms of cyber bullying.
- Bullying within communities is more prevalent in inner city areas. Within those areas bullying was most common in parks, shopping centres and streets.
- Girls experience less bullying outside schools than boys. There are two theories on why this happens. The first is that girls have more restrictions on where they are allowed to go and are less likely to be out in the community alone. The second is that bullying among girls tends to be relational, eg social exclusion, but bullying outside of schools tends to be more direct.
- The most common strategy for dealing with bullying in the community is avoidance.
- Bullying outside of schools is harder to tackle, as adults often aren't present to witness it or take action. Also it doesn't have the same level of resources and research as bullying in schools.

Key issues from national research

The two main issues are tackling cyber bullying and bullying outside of schools. Cyber bullying is a relatively new problem, but one that is rapidly increasing. It is important that an anti-bullying strategy takes this into account, as well as the rapid changes in technology and popularity of sites and methods of communication - particularly for children and young people. Bullying in communities is a long-standing problem, but one that has received little attention and research. To tackle the problem, working together in partnership will be vital. In both of these areas, consulting with children and young people will be pivotal to filling in knowledge gaps and devising effective strategies.



Consultation in Knowsley

Key stakeholders were invited to consider a range of aspects within the developing strategy through the consultation process from December 2011 to April 2012. Those taking part represented not only Local Authority services and teams but children, young people and adults who live in Knowsley, including vulnerable groups.

Key Stakeholders

- Children, young people and families
- Schools and Centres for Learning
- Local Authority Schools Services
- School and Centre for Learning Governors
- Extended Services
- Family First Services
- Transport Services
- Safer Knowsley Partnership
- Leisure Services
- Early Years Service
- Knowsley Area Support Teams
- Learning Mentors
- Children's Social Care
- Young Carers
- Merseyside Police
- Children's Centres
- School Attendance Service
- Youth Services
- Knowsley NHS
- Knowsley Community College
- Knowsley Housing Trust
- Corporate Equality and Diversity
- Knowsley Adult Services
- Voluntary Groups and Services
- Adult Social Care Services

The consultation found that those who live and work in Knowsley want to be in an environment where they are **safe** and secure, where they feel **respected** and able to grow and develop. Those consulted also highlighted the collective **responsibility** of all to play a **proactive** role in developing an anti-bullying culture. These principles were incorporated into the strategy's vision and mission statement.

Whilst it was not possible to reflect **all** the ideas put forward by those groups consulted there are other important factors highlighted which are not included within the definition as such but will need to be reflected within the policy and practice of services and schools:

- Impact of bullying on the parents of children and young people who are bullied.
- Repeated one-off incidents with a theme.
- Imbalance of power.
- The negative impact of bullying and effect on an individual's thoughts and feelings.



Key issues in Knowsley

Given the range of stakeholders involved, the consultation exercise gave a wide and varied response to the issues. Whilst each group articulated aspects and issues that were particularly important or pertinent to them, the information below shows the commonality around the issues that impact on individuals no matter what their age, where they live or work.

Why people get bullied

- Homophobia
- Race
- Dress, clothes and fashion
- Being able or 'good'
- Alcoholism
- Territory or community
- Any kind of difference
- Body size, the way a person looks
- Sexuality
- Sexism
- Disabilities, learning difficulties, special educational needs
- Not smoking pot
- Mental Health issues

Bullying behaviours

- Rumours, true or untrue
- Isolation
- Happy slapping
- Ganging up
- Name calling, skitting
- Peer pressure to act against will
- Online bullying, images, texts and threats
- Taunting
- Offensive graffiti
- Threats
- Humiliation

Issues to be addressed in Knowsley

- Reporting of bullying
- Sharing information
- Guidance for adults, especially regarding cyber safety
- Support for those who are being or have been bullied
- Promoting understanding of difference
- Training and development, understanding bullying behaviour



Bullying behaviour guidance

- **Physical aggression**

Hitting, punching, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

- **Verbal**

Name calling, threatening, insulting, teasing, “jokes”, mocking, taunting, gossiping, secrets, and threats. Reference to upsetting events, eg bereavement, divorce, being in care.

- **Non-Verbal**

Staring, body language, gestures, posturing.

- **Indirect**

Excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, rude gestures or faces.

- **Sexual**

Touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated.

- **Racist**

Bullying which is directed towards an individual, perceived name calling, derogatory, assumptions or generalisations about race, culture or religion, eg racial taunts, references to terrorism, dress, and graffiti.

- **Religion or Belief**

Bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs, affiliations and practices, eg Islamophobia.

- **Cyber bullying**

Text messaging, using social network sites and internet chat rooms to post malicious comments about a person or group, the misuse of camera or video facilities including ‘happy slapping’, sending threatening or intimidating comments via email.

- **Sexist, sexual and transphobic**

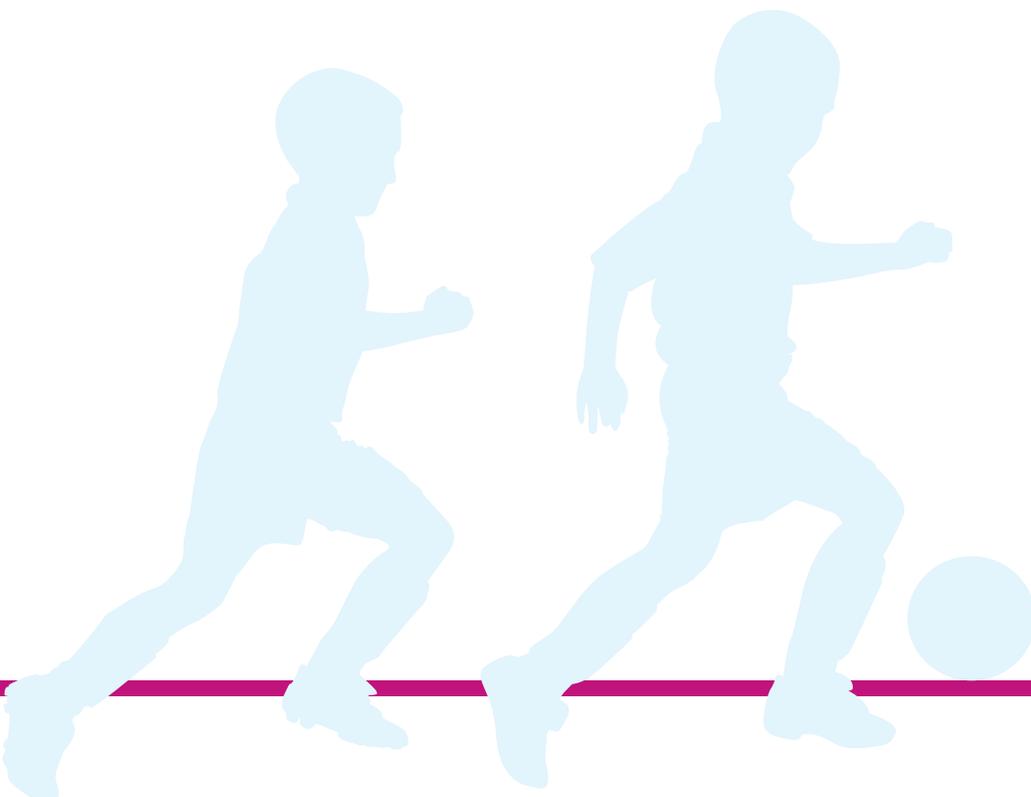
Bullying occurs when a pupil, young person or adult (or group), usually repeatedly, harms another pupil, young person or adult or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles.

- **Learning disability/difficulty**

Bullying of children, young people and adults who have impairment, which affects the way they learn, understand, socialise and communicate.



- **Disability**
Bullying of children, young people and adults who have a physical or mental impairment. For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- **Gender**
Bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- **Gypsy, Roma, Traveller**
Bullying of children, young people or adults which relates to them being members of the travelling community.
- **Homophobic**
Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Asylum Seeker and refugees**
Bullying of children which relates to them being from refugee or asylum seeking backgrounds.





SECTION 2

Key objectives

The following key objectives will facilitate the delivery of the strategy:

- To develop a simple framework to report and record bullying incidents providing robust data to inform future planning needs, priorities and practice and to evidence action and impact.
- To develop and maintain a framework for the identification and sharing of best practice and a programme of continuing professional development.
- To further develop and maintain structures which enable key stakeholders and partnerships, including children, young people, vulnerable adults and families to work together to reduce incidents of bullying.
- To ensure that all children, young people, vulnerable adults and families are aware of and have access to effective and appropriate information and services in relation to bullying in and out of school.
- Develop and maintain structures which enable children, young people, vulnerable adults and families to contribute to the development and evaluations of anti-bullying services.







SECTION 3

Anti-bullying action plan

Strand 1

Managing use of data

Objective

Develop a simple framework to report and record bullying incidents providing robust data to inform future planning needs, priorities and practice and to evidence action and impact.

Aim	Action Required	Responsibility	Timescales	Outcome
<p>Establish a robust borough-wide system for the collation, evaluation and reporting of bullying incidents. This will include</p> <ul style="list-style-type: none"> • Establishing a common data set • Having a system to enable data collected centrally • Develop clear simple consistent protocol for recording and reporting instances of bullying 	<ul style="list-style-type: none"> • Agree a common data set • Agree an appropriate reporting system • Develop a recording template • Develop a reporting template • Develop usage guidance • Agree and produce a reporting timeline • Training, awareness sessions for all stakeholders 	<ul style="list-style-type: none"> • Strand 1 • Anti-Bullying Strategy Steering Group • Key stakeholders 	January 2013	Key stakeholders will have in place a clear, simple framework to report and record bullying incidents
<p>Assess levels and types of bullying in school, youth and community settings and compare with current statistics at regular set intervals</p>	<ul style="list-style-type: none"> • Key stakeholders to regularly monitor and evaluate the impact of their anti-bullying policies and procedures • Reporting timeline • Reporting template 	<ul style="list-style-type: none"> • Strand 1 • Anti-Bullying Strategy Steering Group • Key stakeholders 	March 2013	Key stakeholders will have local intelligence and data regarding the type and frequency of bullying to inform future planning needs, priorities and practice and to provide evidence of action



Strand 2

Best practice and standards

Objective

To develop and maintain a framework for the identification and sharing of best practice and a programme of continuing professional development.

Aim	Action Required	Responsibility	Timescales	Outcome
Each agency, service, key stakeholder to identify and publicise a designated Anti-Bullying Coordinator or Anti-Bullying Champion	Job description and person specification	<ul style="list-style-type: none"> Strand 2 & 3 Anti-Bullying Strategy Steering Group Key stakeholders 	October 2013	All services have a template they can use detailing the role and responsibilities of the Anti-Bullying Co-ordinator/ Anti-Bullying Champion
Regular review of policies in partnership with children, young people, vulnerable adults, parents and carers	<ul style="list-style-type: none"> Develop an anti-bullying audit template Liaise with participation team 	<ul style="list-style-type: none"> Strand 2 & 5 Anti-Bullying Strategy Steering Group Key stakeholders 	January 2013	All services to use the template to record the review of policies
Identify a range of Anti-Bullying initiatives and strategies that support the promotion of anti-bullying environments, culture and ethos	<ul style="list-style-type: none"> Audit existing practice Develop Audit template Identification of future developments Identification of prevention strategies 	<ul style="list-style-type: none"> Strand 2 Anti-Bullying Strategy Steering Group Key stakeholders 	January 2013	<p>Clear indication of what is being offered by all services, agencies, schools and settings to address anti-bullying, including preventative work</p> <p>Clear identification across all services agencies, schools and settings of the gaps regarding anti-bullying work</p> <p>Analysis of information to develop and inform the strategy</p>



Aim	Action Required	Responsibility	Timescales	Outcome
<p>Anti-bullying is explicit in single agency foundation level child protection and safeguarding adults training. Awareness of bullying and anti-bullying practice to be incorporated into other training where appropriate. Maintaining anti-bullying as a safeguarding issue</p>	<ul style="list-style-type: none"> • Audit of training to ensure anti-bullying is explicit • Explore options for specific module pertaining to anti-bullying 	<ul style="list-style-type: none"> • Strand 2 • Anti-Bullying Strategy Steering Group • Key stakeholders • Workforce Development • Knowsley Safeguarding Children Board • Knowsley Safeguarding Adults Board 	<p>September 2013</p>	<p>Services and agencies can demonstrate an understanding of anti-bullying in the context of safeguarding</p>
<p>Develop a set of standards for anti-bullying practice for organisations and settings that provide services for, or impact upon children and young people</p> <p>Development of anti-bullying quality assurance standards that support other quality mark processes</p>	<ul style="list-style-type: none"> • Identify and develop good practice guidelines • Identify prevention strategies • Ensure anti-bullying standards are accurately reflected in other quality assurance processes 	<ul style="list-style-type: none"> • Strand 2 • Anti-Bullying Strategy Steering Group • Key stakeholders • Inclusion Standards and Effectiveness Service 	<p>January 2014</p>	<p>Common standards used to develop an anti-bullying audit process for services, agencies, schools and settings</p> <p>Standards for anti-bullying work used to inform policy, practice and outcomes for children and young people across all services</p>
<p>Develop and promote high level governance across all services</p>	<ul style="list-style-type: none"> • Named Anti-Bullying Co-ordinator/Champion • Develop a Knowsley Anti-Bullying Policy • Identify and develop good practice guidelines • Development of a reporting framework 	<ul style="list-style-type: none"> • Strand 2 • Anti-Bullying Strategy Steering Group • Key stakeholders 	<p>Ongoing</p>	<p>Clear governance arrangements are in place across services</p>



Strand 3 Partnerships

Objective

To further develop and maintain structures which enable key stakeholders including children, young people, vulnerable adults and families to work in partnership to reduce incidents of bullying.

Aim	Action Required	Responsibility	Timescales	Outcome
Establish an Anti-Bullying Steering Group	<ul style="list-style-type: none"> Establish working group to determine required partners/key tasks/meetings/communication Invite key stakeholders to initial meeting Agree terms of reference purpose of steering group and expected time line for strategy development Agree ongoing tasks for strategy development and meeting/communication cycle 	<ul style="list-style-type: none"> Strand 3 Anti-Bullying Strategy Steering Group Key stakeholders Speak Up Services Group 	December 2012	<p>Steering group meets on a regular basis</p> <p>Initial meeting is attended and actions agreed</p> <p>Steering group meet regularly. Individuals and teams contribute to strategy development</p> <p>Meeting cycle established and strategy is launched and communicated across partners and wider community</p>
Establish and maintain a network of anti-bullying leads to facilitate information sharing and effective practice	<ul style="list-style-type: none"> Identify Anti-bullying Coordinators/Champions Programme and format for anti-bullying networking Meeting and activity cycle is established and maintained Identify representation on local and regional networks and disseminate information to stakeholders 	Strand 2 & 3	December 2013	<p>Officers identified</p> <p>Anti-bullying network is established and meets regularly</p> <p>Information and effective practice is shared within and across services and teams</p>



Aim	Action Required	Responsibility	Timescales	Outcome
Develop effective mechanisms for communication	Develop meeting business cycle	Strand 3 & 4	September 2012	Information sharing protocol is known and used by services

Strand 4 Communication

Objective

To ensure that all children, young people, vulnerable adults and families are aware of and have access to effective and appropriate information and services in relation to bullying.

Aim	Action Required	Responsibility	Timescales	Outcome
Producing Information in accessible formats	<ul style="list-style-type: none"> Engage with children, young people, adults and families to generate ideas and suggestions Development of Knowsley anti-bullying phone application and series of postcards to communicate strands of information and key messages 	<ul style="list-style-type: none"> Strand 4 & 5 Knowsley Anti-Bullying Strategy Steering Group Key stakeholders 	November 2012 April 2013	Children, young people, vulnerable adults and families identify the most accessible and appropriate means of communication Raised awareness of bullying, how to respond and where to go for advice and assistance
Develop anti-bullying web presence for the sharing of information	<ul style="list-style-type: none"> Research other Local Authorities and organisations Explore purpose of website, options and costs Generate a range of options for the development of a Knowsley anti-bullying website 	Strand 4	January 2013	Proposals for a Knowsley anti-bullying website



Aim	Action Required	Responsibility	Timescales	Outcome
Launch of Knowsley Anti-Bullying Strategy	<ul style="list-style-type: none"> • Anti-Bullying Strategy launch/dissemination event • Presentation to other identified Knowsley events, meetings and boards 	Strand 4	January 2013	Children, young people, vulnerable adults and families, and key stakeholders of Knowsley are aware of the Anti-Bullying Strategy
Promotion of national initiatives and events	<ul style="list-style-type: none"> • Identification of and planning for national events and initiatives. Communication of events and initiatives to key stakeholders • Promotion of anti-bullying week in schools, services and the community 	<ul style="list-style-type: none"> • Strand 4 • Anti-Bullying Strategy Steering Group • Key stakeholders 	Ongoing November 2012	Schedule of events and initiatives. Engagement and contribution to national events and initiatives. Key stakeholders informed of events and initiatives Key stakeholders contribute to promotion of anti-bullying week



Strand 5

Children, young people, adults and families participation

Objective

Develop and maintain structures which enable children, young people and families to contribute to the development and evaluations of anti-bullying services

Aim	Action Required	Responsibility	Timescales	Outcome
<p>Develop guidance for Services to encourage the participation of children, young people, adults and families in all aspects of anti-bullying work by being actively involved in the production and delivery of anti-bullying policy and procedure</p>	<ul style="list-style-type: none"> • Produce a flow diagram of how to include children, young people and families in production of policy and procedure • Production of anti-bullying policies to be shared as best practice 	<ul style="list-style-type: none"> • Strand 5 • Strand 1, 3 & 5 	January 2013	<p>All services use flow diagram</p> <p>All services should be able to demonstrate service users have been involved in writing Anti-Bullying Policy</p> <p>Children, young people, adults and families feel ownership of policy</p> <p>Agreed best practice</p>
<p>Establish a Children and young people advisory group</p> <p>Develop a scrutiny role for Children and Young People in relation to provision</p> <p>Continue the role of adult service users and Speak Up Services in the development of provision</p>	Strand 6 to approach S.P.A.R.K (Shout Participation All Round Knowsley) to establish a group to look at anti-bullying	<ul style="list-style-type: none"> • Strand 5 • Rights & Participation Team • Adult Services Commissioning Team 	November 2012	<p>S.P.A.R.K sub group to be created</p> <p>Young people regularly scrutinise against action plan and policies and producers</p> <p>Adult service users are involved in the development and review of all service</p>



Aim	Action Required	Responsibility	Timescales	Outcome
<p>Anti-Bullying Steering Group to monitor effectiveness of anti-bullying strategy to include representation from children and young people and adult groups</p>	<ul style="list-style-type: none"> • Children, young people and Families sub group for anti-bullying to report to Anti-Bullying Steering Group • Adult Service Partnership Boards to be provided with information on the effectiveness of the Anti-Bullying Strategy 	<ul style="list-style-type: none"> • Strand 5 • Rights & Participation Team 	<p>July 2013</p>	<p>Production of an annual report highlighting young people's and adult's views and opinions on anti-bullying</p> <p>Feedback to Anti-Bullying Steering Group</p>
<p>Children and young people will be consulted about the design of resources commissioned or created</p> <p>Adult service users will be consulted about the commissioning and delivery of all services</p>	<p>Children and young people will co-design specifications and resources</p>	<p>Strand 2</p>	<p>July 2013</p>	<p>Co-produced services that are child and young person centred</p>



APPENDICES

Appendix 1

National Policy Context

- **Every Child Matters/Children's Act 2004**

An effective anti-bullying strategy is closely linked to children and young people achieving the Every Child Matters outcomes by helping to avoid the negative impact bullying can have on education, self esteem and ability to make a positive contribution. Whilst this agenda is not currently promoted by the Department for Education (DfE), the principles underpin the good practice when working with children and young people.

- **Children's Plan (2007)**

The Children's Plan affirmed the previous nationally confirmed commitment to tackling bullying. Priority was given in the Children's Plan to strengthening the complaints procedure to parents of bullied children. This document is available for reference but may not reflect current national policy.

- **Working together to safeguard children (2010)**

The first part of the document is statutory guidance and gives all directors, governors and senior managers the responsibility to ensure procedures are in place to safeguard Children and Young People from bullying linked to the Children's Acts of 1989 and 2004.

Local Safeguarding Children Boards (LSCB) are required to share information, work together and consult with children and young people on bullying. LSCBs could agree to take the lead in this area - both strategically and operationally.

- **Preventing and Tackling Bullying:
Advice for Head Teachers, Staff and Governing Bodies (May 2012)**

This document outlines the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

Whilst this guidance has been produced for schools it may also be a useful reference for other settings. New Ofsted school inspection arrangements include bullying as one of the key areas for inspection.



- **Further Guidance**

- Safe to Learn: Embedding Anti-Bullying Work in Schools-2007
- Safe from Bullying-guidance outside of schools- 2009
- New guidance for schools on preventing and tackling sexist, sexual and transphobic bullying - 2009
- Resource pack for bullying related to SEN and disability.
- Safe from bullying - guidance for Local authorities and other strategic leaders on reducing bullying in the community (2009)

- **The Equality Act 2010**

The Equality Act 2010 brings together anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and introduces a set of protected characteristics, age, disability, gender identity, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

Schools and other services are required to comply with the Equality Duty.

- **No Secrets: Guidance on developing and implementing multi-agency policies and procedures to protect vulnerable adults from abuse 2000**

Issued by the Home Office and the Department of Health, **No Secrets** requires all agencies in the public, voluntary and private sectors to work in partnership to ensure that multi-agency policies and procedures to protect vulnerable adults from abuse are in place across every Local Authority area.

- **Hate Crime 2011**

The Association of Chief Police Officers distinguishes between a **hate incident** and a **hate crime**.

A hate incident is: any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.

Whilst a hate crime is defined specifically as: any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate.



Appendix 2

Local Policy Context

- **Knowsley Metropolitan Borough Council Corporate Plan 2012 - 2015**

“We want Knowsley to have a sustainable and diverse population with successful townships that provide a sense of place and community”.

Key outcomes of the plan include:

- Empowered, resilient, cohesive communities
- Safe, attractive, sustainable neighbourhoods
- Improved outcomes for our most vulnerable young people
- Everybody has the opportunity to have the best health and wellbeing throughout their life
- People are protected from risks that can affect their health and wellbeing
- More people look after themselves and support others to do the same
- Children get the best possible start in life and have opportunities to reach their potential

- **The Borough of Choice Strategy 2008 - 2023**

The Borough of Choice provides a 15 year vision for residents, businesses and agencies working in Knowsley to make it the ‘borough of choice’. One of the priorities of this strategy is to provide safer, more cohesive communities.

Research shows that bullying occurs within communities as well as schools. Bullying within a community has a negative effect on children and young people feeling safe and valued within their community. If a community develops a reputation for having a bullying problem this may affect willingness to move to the area.

- **Children and Families Strategic Plan 2011-14**

The Children and Families Board works within the wider context of the Knowsley Borough of Choice Strategy. The Children and Families strategic plan sets out the intentions of the Children and Families Board allowing Knowsley residents to judge how it has performed. The plan emphasises the need for all partners involved to work together to improve outcomes for children and young people.

The plan has three priority areas:

- Improving the life chances of children and families disadvantaged by poverty
- Young people have skills and opportunities to achieve in learning, life and work
- Improving life chances for children with additional needs and vulnerable children and families



It is important to bear bullying in mind when looking at these areas. Children disadvantaged by poverty, vulnerable children and those with additional needs are all at increased risk of being bullied. Also being bullied can prevent a young person from achieving their full potential or deter them from taking advantage of the opportunities on offer.

- **Behaviour Change Policy Framework 2011**

This framework is designed to be a guidance tool for those responsible in supporting individuals to make the changes and enhancements required to improve outcomes. It also aims to set out a clear framework so that policies and action plans can be developed to support this behaviour change, both within the council itself and within the communities we serve.

- **Vulnerable Adults 2012**

Improving the life chances for our most vulnerable residents is a key priority of Knowsley Council. We know that increasingly people with support needs expect a better quality of life and services that are tailored to their needs.

- **Dealing with incidents of Hate Crime or Harassment in Knowsley - Operational Guidance Handbook February 2011**

Sets out a range of measures developed in Knowsley for dealing with incidents of hate crime or harassment and for supporting people who experience this form of abuse. Hate crime is any offence or incident committed against a person or property that is motivated by an offender's dislike or hostility of someone because of their:

- Race, colour, ethnic origin, nationality or national origins
- Religion
- Gender or gender identify
- Sexual orientation
- Disability
- Age

Both adults and children can be victims of hate crimes.

- **Knowsley Speak Up Services - established March 2011**

The introduction of a network of independent hate crime reporting centres in Knowsley, known as Speak Up Services; this complements the existing established reporting arrangements but gives people the opportunity to report hate incidents to agencies they are familiar with.

- **Hate Crime study in Knowsley 2009**

57 people with a learning disability were interviewed and 49% said they had experienced bullying or hate crime.



- **Local Authority Guidance to schools and other services**

An agreed bullying policy should be succinct and written in language that everyone can understand. Children, young people and families should be actively involved in the development of policy and practice within the settings and services they access. Emphasis should be given to promoting a 'child friendly' approach.

The policy should contain the following:

- Aims and objectives
- A definition of bullying
- Reference to the range and types of bullying that affect children, young people and families e.g. homophobic bullying; cyber bullying; bullying of those with SEN / vulnerable groups etc.
- Procedures to follow- who to tell, how to record, sanctions etc
- Intervention techniques, support and training policy
- Key roles / stakeholders
- Review dates and communication processes

