Anti-Bullying and Cyber Bullying Policy

Avanti House Secondary School

September 2023

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Anti-bullying & Cyber-bullying policy

Statement of Intent

The school is committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. We are a *telling* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology i.e. camera &video facilities

Why Is It Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

The school has a responsibility to respond promptly and effectively to issues of bullying.

Objectives of This Policy

- To inform all SSC members, teaching and non-teaching staff, pupils and parents about what bullying is.
- To ensure all SSC members and teaching and non-teaching staff are informed of how to deal with instances where bullying is reported.
- To ensure all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To assure pupils and parents that they will be supported when bullying is reported.
- To clearly communicate to the whole school community that bullying will not be tolerated.

Signs and Symptoms

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

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- 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
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

School Procedures

1. The school ethos and culture encourages and reminds our students to report **all** incidents of bullying to staff and this is reflected in our school environment and the process is regularly reviewed as an integral part of our review panel / pastoral care meetings, which form an integral part of our school self-evaluation system and feed into any whole school developments;

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2. In allegations of bullying, the incidents are recorded by staff in the electronic **Anti-Bullying Log** and parents are informed and may be asked to come in to the school to meet and discuss the problem with staff;
3. If necessary and appropriate, the police will be consulted;
4. The bullying behaviour or threats of bullying are investigated and the bullying plan is put into place promptly to ensure the bullying is stopped and the student feels safe and secure once more;
5. An attempt is made to help the bully (bullies) change their behaviour patterns using restorative justice and mediation processes where appropriate;
6. Where appropriate, confidence building sessions are offered to the student who has been bullied to ensure they develop aspects of their self-esteem and self-worth.
7. Other external support may be utilised if necessary to support the student who has been bullied e.g. counselling

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place according to the complexity of the bullying incidents;
- In serious cases, suspension or even permanent exclusion will be considered;
- If possible, the pupils will be reconciled by implementing specific restorative justice and mediation techniques;
- After the incident(s) have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The school will use a variety of prevention strategies:
- An agreed set of school standards for behaviour;
- Students signing a Home School Agreement;
- Writing stories or poems or drawing pictures/posters about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Role-plays;
- Having discussions about bullying and why it matters; The design of the curriculum and its content, which has a clear focus on character development and spiritual insight.
- Anti-bullying Ambassadors are trained and in place to ensure there is a visible reminder of the importance of reporting incidents. Their role is also to run assemblies and competitions to promote anti-bullying.

Our school vision and the reflective nature of our practice and curriculum also enhance our ability to operate in a proactive manner with respect to bullying incidents.

Staff Training and Professional Development
Staff receive regular training on the different aspects of supporting pupils who may experience bullying. Our review panel / pastoral care meetings support the staff in working in a more proactive manner, thus preventing bullying from occurring in the first place. Different organisations are invited into the school to further build on staff skills, knowledge, expertise and understanding of how best to support a child who is experiencing bullying.

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Links to other Policies

This policy directly links to the following policies and guidance:

- Child Protection & Safeguarding;

The following national guidelines should also be read when working with this policy;
- Keeping Children Safe in Education DfE
- Working Together to Safeguard Children DfE
- Preventing and Tackling Bullying DfE 2017

Persons Responsible for Developing Anti – Bullying Practice

Anti-bullying is promoted and developed by a key member of the Senior Leadership Team and this person is named on Appendix 1.

Cyberbullying

The school recognises that technology now plays an important and very central role in our student's lives, both educationally and socially and for this reason we have incorporated a separate section on Cyberbullying. We are committed to helping all members of the school community to understand both the benefits and the risks of technology, and to equip students with the knowledge and skills to be able to use technology safely and responsibly.

What is cyberbullying?

- Cyberbullying is the use of ICT, commonly but not exclusively a mobile phone or the internet, deliberately to upset someone else;
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying;
- It can also go further in that it can invade home/personal space and can involve a greater number of people;
- It can take place across age groups and school staff and other adults can be targeted;
- It can draw bystanders into being accessories;
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation.

Preventing Cyberbullying

Understanding and Discussion
- Staff receive ongoing training in identifying cyberbullying and understanding their responsibilities;
- All staff will be helped to keep up to date with the technologies that children are using;

- The students will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience through the students council;
- Students will be educated about cyberbullying through a variety of means: Assemblies, conferences, Anti-Bullying Week, projects (ICT, PSHE, Drama, English), etc.
- Secondary students are required to follow the school's e-Safety guidance and Acceptable Use Policy documentation.
- Parents of primary school students are asked to sign the school's e-Safety guidance documentation before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children.

School Procedures

- The school logs all incidents of Cyberbullying and our approaches are incorporated into our Anti-bullying procedures in the previous section.

Promoting the positive use of technology

- Make positive use of technology across the curriculum;
- Use CPD opportunities to help staff develop their practice creatively and support students in safe and responsible use;
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships;
- Ensure all staff and students understand the importance of password security and the need to log out of accounts.

Making Reporting Easier

- Ensure staff can recognise non-verbal signs and indications of cyberbullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgment;
- Publicise to all members of the school community the ways in which cyberbullying can be reported.

Responding to Cyberbullying

Most cases of cyberbullying will be dealt with through this policy and the school's Behaviour for Learning Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:
- Impact: the scale and scope of cyberbullying can be greater than other forms of bullying;
- Targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets;
- Location: the 24/7 and anywhere nature of cyberbullying;
- Anonymity: the person being bullied will not always know who the bully is;
- Motivation: some students may not be aware that what they are doing is bullying;

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- Evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence;
- It is possible that a member of staff and other adults may be a victim and these responses apply to them too.

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling;
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff;
- Advise the person to consider what information they have in the public domain;
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number;
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down;
- Confiscate mobile phone, ask student to delete the offending content and say who they have sent it on to;
- Contact the police in cases of actual/suspected illegal content using agreed child protection protocols;
- In some cases, the person being bullied may be able to block the bully from their sites and services. The 'Helpful Contacts and Resources' section contains information on what service providers can do and how to contact them.

Investigation

- Staff and students should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages;
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.imf.org.uk), the local police or the London Safeguarding Children Board Officer;
- Identify the bully. See 'Helpful Contacts and Resources' section.
- Any allegations against staff should be handled as other allegations following guidance in the AST CP & Safeguarding Policy

Working with the bully and applying sanctions

The aim of the sanctions will be:
- To help the person harmed to feel safe again and be assured that the bullying will stop;
- To hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour;

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- To demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly;
- Sanctions for any breaches of policies or internet/mobile phone agreements will be applied;
- The outcome will include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change.

Evaluating the effectiveness of prevention measures

- The review panel / pastoral care meetings will be an opportunity to hear the students point of view, enabling the school to identify areas for improvement and incorporate students' ideas;
- Where required, a survey of student and staff experiences and a parent satisfaction survey will be conducted and findings published.

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment.
- Principals have the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff (Education and Inspections Act 2006).
- School staff may request a student to reveal a message or other phone content and may confiscate a phone.
- Some cyberbullying activities could be criminal offences under a range of different laws including the Protection from Harassment Act 1997.

Helpful Contacts And Resources

When and how to contact the service provider

Mobile Phones
All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability. Action can be taken against the bully's phone account (e.g. blocking their account), only with police involvement.

Social networking sites (e.g. Facebook, Twitter, Instagram)
It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site.

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Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can also set their profile to 'Private,' so that only those authorised by the user are able to access and see their profile.

It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features.

Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They may issue conduct warnings and they can delete the accounts of those that have broken these rules. It is also good practice for social network providers to make clear to the users what the terms and conditions are for using the service, outlining what is inappropriate and unacceptable behaviour, as well as providing prominent safety information so that users know how to use the service safely and responsibly.

Instant messenger platforms

It is possible to block users, or change instant messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do this. In addition, the instant messenger provider can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

It is also good practice for Instant Messenger providers to have visible and easy-to access reporting features on their service.

Email providers (e.g. Hotmail and Gmail)

It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their email addresses. The email provider will have information on their website and how to create a new account.

Video-hosting sites

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways.

On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself.

Chat rooms, individual website owners/forums, message board hosts

Most chat rooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated, and then moderators will warn users posting abusive comments or take down content that breaks their terms of use.

Identifying the Bully

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individuals' phone or hacking into their IM or school email account to send nasty messages.

In cases where you do not know the identity of the bully, some key questions to look at:

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school ICT staff or ICT support to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their students. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network, and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour). A new national agency called the Child Exploitation and Online

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Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at www.ceop.gov.uk However, it is important to note that it is the sexual exploitation of children and young people, not cyberbullying, which forms the remit of CEOP.

Information about cyberbullying and civil and criminal laws

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyberbullying – threatening and menacing communications.

Some Useful Agencies/Resources

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

Anti-Bullying Alliance

This site offers information advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week. The site brings information, advice and resources together from more than 65 of its members, which include charities ChildLine, Kidscape, Mencap and the Association of Teachers & Lecturers (ATL). It has a site called Hometown for children and young people about dealing with all forms of bullying.
www.ant-bullyingalliance.org

Anti-Bullying Questionnaire

Schools can download and use to find out about the prevalence of bullying. Go to the following web page and click on Questionnaire.
www.anti-bullyingalliance.org/abawek2005.htm

Anti Bullying Network

An Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for students, teachers, parents, on all aspects of bullying, including homophobic, racist and cyber and good case examples of schools in the region that have tried out various strategies to reduce bullying, organised under specific headings. Schools may find these useful for ideas and to adapt.
www.antibullying.net

Antibully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.
www.antibully.org.uk/bgbullied.htm

AboutKidsHealth

A Canadian resource and website being developed at The Hospital for Sick Children, one of the largest pediatric teaching hospitals in the world. It has excellent resources on a number of topics related to children and young people's emotional health, well being and safety, including behaviour, bullying and a good section on cyberbullying.

www.aboutkidshealth.ca.ofhc/news/FTR/3879.asp

Antidote

This is a pioneering organisation that seeks to shape a more emotionally literate society through its work with schools. It offers an online school survey SEELS to enable schools to assess their emotional environment for learning. It also builds capacity for school to deliver SEAL.

www.antidote.org.uk

BeatBullying

A very successful charity that supports borough-based, youth-lead, anti-bullying campaigns. It works with young people and professionals and organises seminars, training courses and conferences. It has an accessible website for young people and schools. It also provides professionals with comprehensive anti-bullying toolkits.

www.beatbullying.org

British Youth Council

The BYC brings young people together to agree on issues of common and encourage them to bring about change through taking collective action.

www.byc.org.uk

Bullying Online

This provides some useful information on a number of bullying behaviours and strategies to prevent bullying. It offers advice to parents and children. However there is no contact link or "about us" section so we do not really know who is behind the organisation or what they stand for.

www.bullyfreeworld.com

BBC Bullying

This provides links and resources explaining how to stop bullying. It also signposts examples of successful school anti-bulling projects and ideas. For example, see Eastlea Community College in Newham and what young people did themselves to raise money and awareness for a bullying awareness project-

www.bbc.co.uk/schools/bullying

Chatdanger

This gives advice for young people and parents on using Internet Chat rooms safely.

www.chatdanger.com

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Children's Express

Children's Express is a UK-wide news agency producing news, features and comment by young people for everyone. It encourages young people to express their views through story, journalism, photos and images on all issues including bullying that affect them. It also publicises what the Children's Commissioner is doing for children.
www.childrens-express.org

CEOP: (Child exploitation online protection)

A government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for secondary age students called 'thinkuknow'.
www.ceop.gov.uk

ChildLine

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for students and schools and has a range of publications and downloadable resources for children, parents and teachers.
www.childline.org.uk

Childnet International

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at key Stage 3 on internet safety. It is located in South London (Brockley).
www.childnet-int.org

Children's Legal Centre

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals providing advice in this area. It advises on actions schools are required to take to prevent and deal with bullying effectively, as well as providing practical advice on what parents can do it a school fails to support their child.
www.childrenslegalcentre.com

Equality and Human Rights Commission

This has examples of anti-harassment policies and links for education establishments to websites that provide relevant information on racist aspects of bullying.
www.equalityhumanrights.com

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Department for Education and Skills

DTES: Do not suffer in Silence – A pack that has been issued to all schools. It has very useful definitions and training suggestions for a whole school approach to prevent bullying. It has postcards for students experiencing bullying in a number of languages. The DFES also offer a DVD (Making the Difference) that schools can access and excellent training materials on raising awareness about bullying related to race, religion and culture.
www.dfes.gov.uk/bullying

Enable

Bullying is the main reason that children with disabilities move from inclusive to special schools according to research done in Scotland. This webpage gives schools guidance and advice on how to include children with disabilities and prevent bullying.
www.enablelink.org

Family and Friends of Lesbian and Gays (FFLAG)

FFLAG helps parents and families understand accept and support their lesbian gay and bisexual sons/daughters/relatives. FFLAG offers support to local parents groups and contacts, in their efforts to help parents and families understand accept and support their lesbian gay and bisexual members with love and pride.
www.fflag.org.uk

INSTeD

This provides consultancies for schools, local authorities and government departments, and for the community and voluntary sector on cultural diversity and race equality. It features stories and story telling, multifaith education, Islamophobia, Jewish education and Israel Studies. There is a useful section to download for staff training on bullying related to race religion and culture.
www.insted.co.uk/insted.html

Institute for Race Relations

This has a section on racist attacks including bullying reported in the press. Suitable examples can be downloaded from:
www.irr.org.uk/violence

Kidscape

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, ZAP, for children and young people and develops their confidence and skills to resist bullying and forms of abuse.
www.kidscape.org.uk

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Lucky Duck Publishing

This has an extensive range of good books with practical ideas and strategies for schools to help them to address and prevent all forms of bullying. It also has an excellent video for Primary Schools called 'Broken Toy' and one to address racist and other forms of bullying called 'Outside the Circle'. The authors promote positive approaches to behaviour management and a conscience based approach popularly know as the No Blame or Support Code to enable bullies to own up, take responsibility and change their behaviour.
www.luckyduck.co.uk

NSPCC

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied.
www.nspcc.org.uk

Parentline Plus

This is a charity dedicated to support parents on all issues related to parenting and has a very helpful section on bullying.
www.parentlineplus.org.uk

Parrotfish Company

This focus is no helping schools and teachers and Local Authorities to recognise and celebrate the diversity of the world's cultures and to deal with multiculturalism, racism and bullying. The website provides information on resources, staff INSET and student workshops.
www.parrotfish.co.uk

School of Emotional Health

This organisation provides training and consultancy in emotional literacy in schools and organises conferences where best practice in emotional literacy is disseminated.
www.schoolofemotional-literacy.com or contact tel: 01452 741106

School's Out

Information and resources, advice and training to tackle homophobia in schools.
www.Schoos-out.org.uk

Stonewall

This is an organisation campaigning for gay and lesbian people's rights in the UK. You can find out more about Stonewall on their website.
www.stonewall.org.uk

Teacher Vision

This provides a downloadable list of five to ten minute activities that are intended to promote positive community building, an understanding of a range of emotions and conflict solutions. www.teachervision.fen.com

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Text Someone

To encourage young people to report incidents of bullying, theft, crime or any antisocial behaviour directly to schools 'Text Someone' was born, allowing schools to offer students the chance to text, email or call 24 hours a day, 7 days a week, to report any problems they may have. Once the school has received the massage they can then take the appropriate action.

Throwing Stones

This is a video and resource pack, using drama, made by Leicestershire Police and Local Authority on racist bullying aimed at 9-13 year olds. More information can be found on the local authority website which has a number of really useful information sheets for students and ideas for teachers and parents on what bullying is and how to stop it.
www.beyondbullying.com

Trinity College Dublin

A useful website with types of bullying, reasons why people bully and the effects of bullying and some examples of training with staff.
www.abc.tcd.ie

Young Minds

Young Minds aims to promote the mental health of children and young people through a parent's information service, training and consultancy, advocacy and publications. Its site provides basic information on a range of subjects including bullying.
www.youngminds.org.uk

Young Voice

This is an excellent charity that promotes young people's voices and conducts focus interviews with them on a number of issues including bullying. It organises the Big Debate on bullying, Art Against Bulling and other projects. The website has information on projects and resources and there is an extensive list of resources including research on bullying prevention. Young Voice recently worked with the Children's Commissioner on the Journeys Project which is a collection of case studies of young people who have been bullied.
www.youngvoice.co.uk

Bullying and Disability

Factsheet produced by the Bullying Task Force of the Transition Information Network (TIN), an alliance of organisations and individuals who come together with a common aim: to improve the lives and experiences of disabled young people's transition to adulthood. The factsheets on bullying and disability provides some insight into the different types of bulling and how the law can help stop bullies.

Available at:

www.bullyingtaskforce.org/doc/infosheet_pt1.doc

www.bullyingtaskforce.org/doc/infosheet_pt2.doc

Bullying around Racism, Religion and Culture

This advice for schools is the first in a suite of specialist guidance on countering prejudice-driven bullying in schools. This advice was created with the help of children and young people, Principals and staff, community and voluntary sector organisations, professional associations and local authority officers. Available at:
www.teachernet.gov.uk/wholeschool/behaviour/tacklingbulling/racistbullying

Homophobic Bullying: an issue for schools

A report form Childline highlights the problem of homophobic bullying for many young people. The helpline run by NSPCC has introduced a new category for calls relating to sexual orientation, homophobia and homophobic bullying and of the calls within this category received in April, more than a quarter were about homophobic bullying. The report warns that this form of bullying may be more successful than others as victims are often especially reluctant to seek help and it is often not taken as seriously as other forms of bullying. Recommendations include improved PSHE, research on the experiences of lesbian, gay, bisexual and transgender (LGBT), young people at school and the impact of homophobic bullying and more efforts by schools to counter bullying and create a safe environment.
Available at:

www.childline.org.uk/casenotes.asp

Participation Guidance

Are you talking to me? Young people's participation in anti-bullying. This new guidance document sets out to help professionals to effectively involve children and young people an anti-bullying work. It highlights the importance of participation, as opposed to consultation, in ensuring that anti-bullying policies and procedures are designed around the needs of children and young people. Case studies are used to look at common problems and how to overcome them, practical ways of making participation happen and the guiding principles necessary for effective participation.
Available at:

www.anti-bulyying.org.uk/downloads/pdf/areyoutalkingtome.pdf

Stand up for us

Stand up for us aims to help schools to challenge homophobia in the context of developing an inclusive, safer and more successful school environment for all. It is intended for anyone who works in early year's settings, primary, secondary and special schools, off site units and Student Referral Units (PRUs). Available at:
www.wiredforhealth.gov.uk/PDFstand_up_for_us_04.pdf

Tackling Cyberbullying

The government has published new guideline on dealing with cyberbullying.
The guidelines would help every school tackle bullying in cyberspace with the same

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vigilance as in the playground but that parents and young people should also understand how to use technologies safely, work with their school to deal with any incidents. The guidelines are available at: www.defs.gov.uk/bullying/

The full report of the research into cyberbullying, carried out by Peter Smith and colleagues at the Unit for School and Family Studies at Goldsmith's colleague, can be downloaded at:

www.antibullyingalliance.org.uk/downloads/pdf/cyberbullyingreportfinal23016_000.pdf

A summary is available at:

www.antibullyingalliance.org.uk/oxso_clickthru.asp?path=/downloads/pdf/cyberbulling-reseachsummary.pdf

The emotional cost of bullying

This factsheet produced by the Royal College of Psychiatrists looks in detail at what bullying is and how it can affect young people. It also gives advice for parents and teachers about how they can help a young person who is being bullied. www.rcpsych.ac.uk/pdf/sheet18pdf

Books

Most of the websites listed above have books and resources that schools can order to extend their understanding of bullying and how to prevent it.

Journeys

Children and young people talking about bullying. This booklet, the first publication from the Office of the Children's Commissioner for England, tells the real stories of ten children and young people who have experience bullying. It also includes their tips for dealing with bullying and an endnote by Al Aynsley-Green, the Children's Commissioner for England.

Available at:
www.anti-bullyingalliance.org.ukpdf/journetsa4.pdf

Primary

"A Volcano in my Tummy" written by Elaine Whitehouse and Warwick Pudney. The book begins with a little insight into anger itself as well as the "rules" of anger. Anger is okay. It's okay to feel anger, to talk about anger, to express anger in an appropriate way. It's not okay to hurt yourself and other people, animals or things when you are angry. This is an excellent practical resource with imaginative ideas for lessons to help children to manage and deal with the emotion of anger.
www.amazon.co.uk

Secondary

Adolescent Volcanoes
This is another marvellous book that has a section for adolescents and one for adults giving useful activities and exercises that can be adapted to help young people to deal with anger, set boundaries and communicate appropriately.

Reports, Training Materials and Strategies to reduce bullying

- Reports by OFSTED and HMI that summarize practice and indicate ways forward
- Bullying: Effective action in secondary schools (2003). A report by OFSTED
- see website – www.ofsted.gov.uk
- 'Tackling Bullying in schools'. A survey of effective practice June (2006). This is a report on strategies schools use to prevent bullying, highlighting good practice case examples from Her Majesty's Inspectors in Education and Training in Wales. It can be downloaded from:
- www.estyn.gov.uk/Publications/Remit_Tackling_Bullying_in_schools_surve
- y_of_effective_practice.pdf
- Another report from ESTYN on good practice in managing behaviour in
- schools (July 2006) www.estyn.gov.uk

Dcsf Suite Of Guidance

Safe to Learn

- Bullying Around Race Religion and Culture
- Cyberbullying
- Homophobic Bullying
- Bullying of Children with Special Needs and Disabilities.

Social and Emotional Aspects of Learning (SEAL)

Primary Materials 'Say No to Bullying'

An archive of PDFs providing guidance on the theme 'Say no to bullying', forming part of SEAL Excellence and Enjoyment. Includes guidance on staffroom and family activities, the Foundation Stage and Years 1 to 6.
Nationalstrategies.standards.dcsf.gov.uk/node/89185?uc=force_uj

Healthy Schools

The accreditation guidance for Healthy schools especially in relation to emotional health and well being (EHWB) and how this impacts on bullying. Anti-Bullying Guidance was published from Healthy Schools in November 08
www.healthyschools.gov.uk

Inside Justice Week

This shows people how they can help deliver justice and why it matters. Schools up and down the country have participated in the campaign in previous years, running mock trials, attending events at local courts and police stations, and even welcoming the local police into their classes.

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