



AVANTI HOUSE

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ANTI-BULLYING/CYBERBULLYING POLICY

2019-2020

Lead Professional	Name	Date Approved	Review Date
Principal	Ms Shriti Bellare	September 2019	September 2020
School Stakeholders Committee	Mrs Bhavana Chauhan	September 2019	September 2020

This policy was compiled in partnership with Kidscape, the first established UK charity committed to keeping children safe and preventing all forms of bullying.

Statement of Intent

Avanti House Primary 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 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 focussing 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.

Avanti House Primary School has a responsibility to respond promptly and effectively to issues of bullying.

The purpose of this Policy is:

- To ensure the safety and emotional well-being of all children by creating a happy, secure and rich learning environment
- To enable children to develop self-esteem, respect for others, tolerance and compassion
- To develop a sense of right and wrong and the ability to accept responsibility as well as assert one's rights
- To be proactive in understanding issues which might provoke conflict and develop strategies to prevent bullying occurring
- To take immediate action when any incident of bullying occurs and for all children and their families to be confident that such incidents will be followed up and dealt with
- To ensure children feel confident in choosing their friendship groups without peer pressure Bullying is anti-social and unacceptable behaviour and no individual has the right to bully another. At Avanti House Primary School we are committed to creating a safe environment where all children can learn,

play and feel valued. Children are encouraged and supported to confide in others about their fears and anxieties, confident that any issues will be taken seriously.

We recognise our duty under the Equality Act 2010 and have due regard to the need to ensure that children are free from bullying and harassment. This may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The Anti-Bullying Policy should be considered alongside other relevant school policies, in particular, the Safeguarding Policy and Positive Behaviour Policy.

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 that they 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

Cyber bullying:

There is an increased awareness of the impact of cyber bullying. This includes; email and internet chat misuse, mobile threats by text messages and calls and misuse of associated technology i.e. camera and video facilities.

All school stakeholders are aware of and agree with what the school has identified and considers as bullying. All staff should be vigilant in recognising bullying behaviour by:

- Noting and acting upon child / parent/carer concerns
- Monitoring incidents
- Identifying patterns
- Listening to comments made when talking about bullying

When an incident of bullying is either observed or reported all children involved are questioned to find out:

- How often this has happened
- What kind of bullying behaviour has taken place
- Where the bullying has taken place
- Who has been bullying them
- Whom they have told about these experiences
- How they feel
- Whether they feel pupils and staff have taken action against bullying

Children who have been bullied will be given support and guidance on how to protect themselves by:

- Talking to staff and parents/carers
- Being reassured that they are being taken seriously
- Given advice and taught strategies on how to deal with possible further incidents
- Being monitored

All children are made aware of how strongly we disapprove of bullying behaviour and that if any incidents occur there will be sanctions imposed in line with the School's Positive Behaviour Policy. Children are made aware of the part they can play to prevent bullying. They are encouraged to:

- Respect each others' rights and recognise their own responsibilities with regard to how they behave towards others
- Learn how to identify bullying behaviour (to differentiate between one off acts of unkindness and other more persistent or repeated acts) and ways of responding
- Share worries and concerns immediately with staff, parents and peers
- Tell an adult if they feel any incidents they witness are of a bullying nature
- Understand the role of a bystander and to know that by doing nothing they are condoning the bullying
 - Use non-aggressive strategies to resolve difficulties
 - Work and play together harmoniously
 - Work with staff to resolve bullying situations and think about their own responses to difficult situations
- Follow the 'Avanti Way' and adhere to the Golden Standards.

Children who bully will also be given help to improve their behaviour because:

- They may not know their behaviour is wrong
- They are copying others they admire
- They haven't learned other better ways of playing and mixing with school friends
- They are going through a difficult time and are acting out aggressive feelings

Curriculum:

Strategies for the prevention of bullying will include the use of the curriculum. Our school has a strong ethos of inclusion; An inclusive curriculum which includes bespoke PHSE lessons ensures all children have a strong personal identity, whilst understanding and respecting the identities of others. An inclusive curriculum which supports each person's life journey along three parallel paths; Character formation; Educational excellence and Spiritual insight, together with assemblies, also provides opportunities to explore issues of bullying.

Roles and Responsibilities:

As stated in the school's Positive Behaviour Policy, promoting positive behaviour is the responsibility of all members of the school community. All staff lead by example and model good behaviour.

All incidents of bullying are dealt with consistently and each act taken in context. Incidents of bullying will be dealt with in the first instance by the class teacher. Year group leaders and other colleagues in the year group will also be made aware of any situations to ensure vigilance at all times. The Principal, Assistant Principals or a member of the Leadership Team will also be informed of any bullying issues and will be involved in dealing with escalating situations. Serious incidents of bullying will be recorded in the Incident Book.

Any issues arising during break times must be reported to the member of the Leadership Team or Year Group Leader who is on duty.

Playground Buddys: work alongside staff during break times and talk to children about any issues they may have in the playground. They are encouraged to model the Avanti Values.

School Council: The purpose of School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes to enable all children to feel that their views and opinions are important. Members of School Council carry out surveys and questionnaires to highlight any issues, including incidents of bullying which may be of concern in school.

Digital Leaders: The role of the Digital Leaders is to support children across the school understanding e-safety issues and raising awareness about cyber-bullying.

Role of Parents/Carers:

All parents/carers are clear that we do not tolerate bullying and will take any complaint about bullying seriously and resolve any issues in a way that protects their child. We recognise that effective partnership with parents is vital in promoting positive behaviour and preventing bullying.

We ask that they will:

- Embrace and endorse the Avanti values with their children
- Support the school in its Anti Bullying Policy
 - Encourage children to discuss any worries they may have
- Communicate with the school any concerns or issues which may affect their child's behaviour or learning

Consequences:

All stakeholders are made fully aware that any form of bullying will not be tolerated at Avanti House Primary School and that any incidents of bullying will result in consequences for the perpetrator. Consequences are laid out in the school's Positive Behaviour Policy. The consequences of any bullying will reflect the seriousness of any incidents so that others see bullying is unacceptable. The victim of any bullying may be given an opportunity to meet with the child doing the bullying face to face in a safe and supervised setting to talk through the impact the bullying has had or is having on them. Restorative justice is designed to empower the victim and help perpetrators understand the human consequence of their behaviour.

Assessment and Recording:

Any serious or repeated incidents of bullying should be recorded. Details should include place and time of bullying, events preceding the incident and actions following the incident. The report should be signed and dated. Concern Sheets are maintained by class teachers. Serious incidents are recorded in the Incident Book which is kept in the Assistant Principal's Office

Monitoring and Reviewing:

Parents/carers are kept fully informed of any bullying incidents. All staff, parents/carers and governors are fully aware of the policy and where to seek advice and support. Effective staff training will be provided to ensure all staff are fully aware of any issues around bullying. The Anti-Bullying Policy will be reviewed annually to ensure it is implemented correctly and to reflect current developments, for example, the use of various technologies. Advice may be taken from other agencies where appropriate.

Conclusion:

All children at Avanti House Primary School have the right to feel safe and happy in a diverse environment which promotes a sensitive, caring and listening ethos. They are encouraged and supported to confide in adults about any bullying issues and are confident that these will be taken seriously and acted upon.

Prevention

We use KIDSCAPE methods for helping children to prevent bullying, as and when appropriate and these include a variety of strategies:

- Having an agreed set of school standards for behaviour;
- 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;
- Making up role-plays (or using KIDSCAPE role-plays)
- Having discussions about bullying and why it matters;

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. 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.

Links to other Policies or Procedures

This policy directly links to the following:

- Safeguarding and Child Protection;
- Health and Safety;
- Behaviour for Learning;
- Cyber Bullying;
- Staff Induction.

HELPFUL CONTACTS AND RESOURCES

Please refer to Appendix A

APPENDIX 1

1. 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.

2. Social networking sites (e.g. Bebo, MySpace, Piczo)

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.

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 Cyber-bullying 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.

Contacts for some social network providers:

- Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left hand corner of screen) on every Bebo profile. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report. Users have the option to report suspicious online activity directly to the police by clicking the 'Report Abuse' link and then clicking the 'File Police Report' button.
- MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://us.myspace.com>),

and at the bottom of every page with the MySpace site.

- Piczo: reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report.

'Abuse' page can be found at

<http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp>.

3. Instant Messenger (IM)

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.

Contacts of some IM providers

- MSN: when in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at <http://support.msn.com/default.aspx?mkt=en-gb> to report on a range of products including MSN Messenger.
- Yahoo!: when in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse.'

4. Email providers (e.g. hotmail and Gmail)

It is possible to block particular senders and if the bullying persists an 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.

Contacts of some email providers

- Hotmail: there is an online contact form at <http://support.msn.com/default.aspx?mkt=en-gb>.
- Gmail: there is an online contact form at https://services.google.com/inquiry/gmail_security4.
- Yahoo!Mail: there is a 'Help' link available to users when logged in, which contains a reporting form.

5. 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.

YouTube provides information on what is considered inappropriate in its terms of service see www.youtube.com/t/termssection5c.

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.

6. 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 individual's 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 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 cyber-bullying, which forms the remit of CEOP.

7. Information about cyber-bullying and civil and criminal laws

It is very important for schools to take cyber-bullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyber-bullying 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 cyber-bullying – threatening and menacing communications.

8. 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 that 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 schools 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-bullying 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

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 if a school fails to support their child.

www.childrenslegalcentre.com

Commission for Racial Equality

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

www.cre.gov.uk

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 storytelling, multi-faith 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

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 known 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 on 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

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 message 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 bullying 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, Head teachers and staff, community and voluntary sector organisations, professional associations and local authority officers. Available at: www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying

Homophobic Bullying: an issue for schools

A new report from 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 in 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-bullying.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 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 college, 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/cyberbullying-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 marvelous 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.

9. Reports, Training Materials and Strategies to reduce bullying

Reports by OfSTED and HMI that summarize practice and indicate ways forward

1. Bullying: Effective action in secondary schools (2003). A report by OfSTED see website – www.ofsted.gov.uk
2. Recent and very good. 'Tackling Bullying in schools'. A survey of effective practice June (2006). This is a lively and very useful 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_survey_of_effective_practice.pdf

3. Another report from ESTYN on good practice in managing behaviour in schools is also relevant (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.

Primary and Secondary National Strategies 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 (18-25 November) 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.