



DERBY CITY COUNCIL

WOMEN'S ADVISORY COMMITTEE
5 October 2004

Report of the Director of Education

Anti-Bullying Strategies in Derby City Education Service

RECOMMENDATION

- 1.1 That all Schools complete a record of all bullying incidents in school and provide an end of year summative total to the local authority via their School Improvement Officer on the form provided in the exemplar anti-bullying policy.

That all schools have a whole school approach to anti-bullying.

SUPPORTING INFORMATION

- 2.1 The following background information is taken from the DfES website (November 2003)

How can we tackle bullying?

All schools should treat bullying seriously and take steps to combat it promptly and firmly whenever and wherever it occurs.

From September 1999, head teachers of maintained schools have been under a duty to draw up measures to prevent all forms of bullying among pupils.

In December 2000 the Secretary of State launched a new guidance pack for schools with an accompanying video aimed at pupils. The pack is entitled 'Bullying: don't suffer in silence'.

In September 2002 an updated version was issued, the Pack now refers more clearly to the importance of tackling homophobic abuse and bullying, and it also mentions for the first time the problem of bullying by mobile phone text messages.

The pack has been externally evaluated by means of a questionnaire that was sent to 500 schools by researchers at Goldsmith's College, University of London. The results show that schools found that the pack met their expectations and helped in drawing up the school's anti-bullying policy. These results are published in Research Brief XO6-03 'Evaluation of the DfES Anti-Bullying Pack' issued on 24 April 2003 and available at www.dfes.gov.uk/research.

The Department has also funded an expansion of the Parentline Plus free helpline for the parents of bullying victims (0808 800 2222).

The key message of the strategy is that pupils should be able to report bullying to someone they trust and not suffer in silence.

In addition, on 25 March 2003, the Department published Research Brief 400 'Tackling Bullying: listening to the views of children and young people'. This summarises new research, which has been funded by DfES, commissioned by ChildLine and taken forward by the Thomas Coram Research Unit on young people's views. It underlines the importance of starting with young people's experiences when drawing up and reviewing anti-bullying policies. A copy can be found on

www.dfes.gov.uk/ibis/department_publications/bullying.cfm .

When necessary head teachers can permanently exclude pupils responsible for serious or persistent bullying including in cases of violence. We would fully support such action. A revised draft of our exclusions guidance, published for consultation in January 2002, made clear that pupils excluded permanently for persistent and defiant behaviour - which would encompass bullying - should not normally be reinstated on appeal. This message has been re-emphasised in the final guidance 'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units' which is now available on the DfES TeacherNet website.

Bullying – how to beat it

For the past six years bullying has been the single biggest reason behind children's calls to ChildLine.

Last year (2001–02) almost 20,000 children and young people spoke to the charity's counsellors about bullying, describing distressing and sometimes horrific situations.

ChildLine has worked hard to eliminate the notion that bullying is a natural part of school life. Its ChildLine in Partnership with Schools (CHIPS) programme works in conjunction with schools to ensure that anti-bullying policies are active and that children are given tools to help them deal with the havoc that bullying can wreak.

ChildLine recognises that staff and pupils need not just the hope of long-term solutions, but practical advice and support here and now. The charity offers these tips for teachers on how to address bullying behaviour within their schools:

- Acknowledge the problem. Bullying happens everywhere in our society, including the staffroom. It is important that everyone in the school community recognises that bullying exists.
- Ask your pupils what they feel constitutes bullying. Discussions about what is and is not bullying can help form the basis for the school's anti-bullying policy.
- Establish support mechanisms to help children who are being bullied. Young people need to know they can rely on support from a source they feel comfortable with. This could be a nominated group of staff members, a help network such as ChildLine or a group of pupils formed through a peer-support scheme.

- Tailor your anti-bullying strategy to your school's needs. Every school is different and what works in one may not work in another. For different approaches see the DfES pack [Bullying – don't suffer in silence](#).
- Develop a 'whole-school approach' in which children and adults work together to create an environment where bullying is not tolerated.
- Acknowledge that bullying doesn't end at the school gates. Try to work with the local community, perhaps through the police or the local youth services. For further information contact [Crime Concern](#).
- Involve young people in anti-bullying work, as this is far more likely to succeed than ideas that are imposed on them. For further information on involving young people in decision-making, contact [School Councils UK](#).
- Try to find constructive ways to help those who are bullying change their behaviour. It is important to stress that it is the bullying behaviour that is not liked, not the person. The 'no-blame support-group' approach is one way to do this, and free resources about it can be downloaded from the website of specialist publisher [Lucky Duck](#).
- Recognise that bullying often takes place in groups. Children have a choice of watching from the margins, joining in, trying to remain uninvolved or trying to help those being bullied. Acknowledge and reward children who help prevent bullying.
- Set up support schemes that encourage children to make friends. Having friends is one of the best defences against bullying – but not everyone has the right social skills to make friends easily. Teaching assertiveness skills and confidence-building to the class may be a way to help more children make friends.
- Set up a peer-support scheme. This could involve buddying, peer listening or peer mediation. These schemes can create a happier, friendlier environment and offer much-needed support to children who have problems.
- Organise a project on bullying for individual classes or the whole school. This can be a good way to generate awareness and discussion about bullying and what to do about it.
- Phone ChildLine on 020 7239 1000 for information about its CHIPS outreach programme.

For more information visit the ChildLine [website](#) or call the charity on 020 7239 1054.

Tackling bullying

Since September 1999, LEAs have had specific duties to combat bullying. Schools must have anti-bullying policies and procedures and LEAs must ensure that their schools comply with their duties.

The DfES [Behaviour and attendance](#) strategy has a dedicated website which provides the latest guidance, and includes information on new projects and programmes.

Other organisations working alongside the DfES on this issue which offer help to education professionals include [Kidscape](#), the [Anti-Bullying Alliance](#) and Ofsted, whose report, *Bullying: Effective Action in Secondary Schools*, is based on visits by inspectors to LEAs and schools in 2001/02. The report focuses on strategies to reduce incidents of bullying, to support victims and to deal with children who bully.

For more information contact: Graham Falgate 01332 716897 e-mail graham.falgate@derby.gov.uk

Background papers:

1. The Behaviour Support Plan November 2003
2. An exemplar Anti-Bullying Policy, sent to all PSHE co-ordinators in Spring term 2004
3. Detailed guidance on how to implement an anti-bullying policy, sent to all PSHE co-ordinators with the policy in Spring term 2004

List of appendices:

Appendix 1 – Implications

IMPLICATIONS

Financial

- 1.1 Activities related to the implementation of the policy for the Local Authority will form part of the on going work of the Education Service.

Some activities, such as those related to training and professional development, will be resourced using Standards Fund and funding devolved to school budgets

Legal

- 2.1 Members will need to satisfy themselves that the detail in this paper complies with the Human Rights Act 1988 (revised from 2 October 2000).

Personnel

- 3.1 None.

Equalities impact

- 4.1 The process of developing an Anti-bullying policy for schools will support them and their local communities to a common understanding of the invidious nature of bullying and how it can seriously affect those who are its victims. It will also help the understanding of the nature of bullying and approaches and activities which can reduce instances of bullying. It will help schools to become inclusive schools through removing the barriers to achievement and equality brought about through bullying.

Corporate objectives and priorities for change

- 5.1 The proposal comes under the Council's Objectives of **education**.
- 5.2 The proposal furthers the priority of **tackling under-achievement in schools**. Specifically, it focuses on reference number from Corporate Plan of the Corporate Plan.

Contents of Anti-Bullying Policy

School details

1. How this Policy was Developed
2. a) Definition of Bullying
b) Specific Examples of Bullying
3. School Statement of Intent
(with regard to its position on bullying)
4. Aims of the Policy
5. Objectives
6. Specific School Targets
7. Code of Conduct
(with regard to school behaviour and relationships within the school community)
8. Equal Opportunities
9. Procedures/Dealing with Incidents A Whole School Approach
 - a) Role of pupils in reporting a bullying incident
 - b) Guidance for parents
 - c) Role of staff
 - d) Sanctions
10. Strategies to Reduce Bullying
11. Confidentiality
12. Support for Pupils who Experience Bullying
13. Monitoring Arrangements
14. Dissemination of the Policy
15. Policy Review and Development Plan

Appendices

- Anti-Bullying Immediate Response Chart
- School Bullying Incident Form
- LEA Monitoring of Bullying Incidents
- Ensuring Ownership of your Schools' Anti-bullying Policy
- Local and National Contacts
- Bibliography

Anti-Bullying Policy

Name of school:

Date of policy:

Member of staff responsible:

Review date:

1. How this Policy was Developed

(Fill in details about who was involved in writing the policy and who was consulted about it).

The school has a 'duty of care' towards its pupils with regard to bullying in that the Headteacher and staff stand in loco parentis (in place of the parents). This duty of care includes protecting pupils from harm from bullying.

This policy takes full account of the school's legal obligations under the Education Act of 1986 to:

- have a policy to prevent all forms of bullying amongst pupils
- to make a written copy of the anti-bullying statement available on request
- to set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

2. a) Definition of Bullying

Bullying can be defined in a number of ways. We follow DfES guidance which defines bullying as:

“Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.

(DfES September 2002)

(If the school feels they can improve on this definition, amend as appropriate).

Bullying has been described by pupils as:

- name calling
- teasing
- physical abuse eg hitting, pushing, pinching or kicking
- having personal possessions taken eg bag or mobile phone
- receiving abusive text messages or e-mails
- being forced to hand over money
- being forced to do things they don't want to do
- being ignored or left out
- being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

b) Specific Examples of Bullying

Racist bullying – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

- verbal abuse, name calling, racist jokes, offensive mimicry
- physical threats or attacks
- wearing of provocative badges or insignia
- bringing racist leaflets, comics or magazines
- inciting others to behave in a racist way
- racist graffiti or other written insults, even against food, music, dress or customs
- refusing to co-operate in work or play.

Macpherson report 1999

Sexual bullying – this is generally characterised by:

- abusive name calling
- looks and comments about appearance, attractiveness, emerging puberty
- inappropriate and uninvited touching
- sexual innuendos and propositions
- pornographic material, graffiti with sexual content
- in it's most extreme form, sexual assault or rape.

Sexual orientation – this can happen even if the pupils are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

- use of homophobic language
- looks and comments about sexual orientation or appearance.

SEN or disability – These pupils are often at greater risk of bullying. This can be characterised by:

- name calling
- comments on appearance
- comments with regard to perceived ability and achievement levels.

The need for adult sensitivity should be taken into account in a number of instances, e.g. when grouping children, marking children's work, sharing of results and assessment arrangements as well as an awareness of appropriate language being used when addressing pupils.

Text bullying – this is on the increase and can involve pupils receiving threatening or disturbing messages from possibly anonymous callers.

(Schools will need to give regard to their position on mobile phone use within school.)

3. School Statement of Intent (with regard to its position on bullying)

This school believes that:

- Bullying is undesirable and unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness.
- All members of the school community will be listened to and taken seriously.
- Everyone has the right to work and learn in an atmosphere that is free from fear.
- All of us have a responsibility to ensure that we do not abuse or bully others.

- Young people should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
- Young people should be involved in decision making about matters that concern them.
- We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

(You may wish to refer to other school documents/ policies relating to behaviour or bullying, and the school prospectus)

4. Aims of the Policy

- To assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- To make it clear that all forms of bullying are unacceptable at school.
- To enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- To deal effectively with bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
- To liaise with parents and other appropriate members of the school community.
- To ensure all members of the school community feel responsible for combating bullying.

5. Objectives

- To ensure all parents and pupils have received and had opportunity to comment upon the school anti-bullying policy.
- To maintain and develop effective listening systems for pupils and staff within the school.
- To involve all staff in dealing with incidents of bullying effectively and promptly.
- To equip all staff with the skills necessary to deal with bullying.
- To involve the wider school community (eg midday supervisors) in dealing effectively with, and if necessary referring, bullying incidents.
- To communicate with parents and the wider school community effectively on the subject of bullying.
- To acknowledge the key role of the class teacher/ form tutor in dealing with incidents of bullying.
- To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

6. Specific School Targets

Our school targets for 2003/4 are as follows:

- To ensure all governors, parents, pupils, teaching and non-teaching staff have seen and had the opportunity to discuss the policy.
- To ensure all staff are familiar with reporting incidents procedures and a summative record sent to the LEA.

- To ensure all incidents of bullying are recorded.

Other school targets may include the following which are given as examples:

- To ensure every pupil receives regular Circle Time opportunities.
- To train pupils in peer mediation strategies.

In addition you will need to set specific targets for your school, including measurable targets, eg to reduce the number of racist incidents within school by 50% by 2005.

7. Code of Conduct (with regard to school behaviour and relationships within the school community)

(You may wish to refer to key paragraphs of the school's behaviour policy at this point.)

We recognise that all adults in the school are in effect role models for the students. The way in which we behave towards each other and to students is particularly important in terms of providing positive role models. Therefore, as adults we must:

- show respect for every student and other colleagues within the school community as individuals
- be aware of vulnerable students
- criticise the behaviour rather than the student
- avoid favouritism
- be seen to be fair
- avoid labelling
- have high expectations of students
- never give students ammunition to use against each other
- actively seek to develop a praise culture within the school.

Young people also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all students must:

- show respect for their fellow students and adults working within the school community
- support and be sensitive to others when they may be feeling vulnerable
- actively seek to develop a praise culture within the school
- actively support the school anti-bullying policy
- take responsibility for their own behaviour

(The policy at this point needs to be clear for the benefit of pupils, parents and staff to inform them of the range of sanctions for bullying in school).

8. Equal Opportunities

Every member of the school community is entitled to expect equality of protection from bullying as well as protection and support from school policies and procedures designed to ensure that the school remains a safe environment in which to teach and learn.

(The school may, in its recording of bullying incidents, find it helpful to distinguish between types of bullying, and the gender and ethnicity of victims and perpetrators.)

9. Procedures and Dealing with Incidents – A Whole School Approach

a) Role of pupils in recording a bullying incident

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

b) Guidance for parents

If your child has been bullied:

- Calmly talk with your child about his/ her experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that he/ she has done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed.
- Discuss your concerns with the parent governor or other parents.
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting.
- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening.
- Contact the Director of Education for your authority in order to ensure the Governors respond to your concerns.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.

If your child is experiencing any form of electronic bullying:

- Ensure your child is careful whom they give their mobile phone number and e-mail address to.
- Check exactly when a threatening message was sent.
- Where necessary report incidents to the police.

c) Role of staff

Follow the school guide to reporting and dealing with bullying incidents. (See Appendix 1 for Anti-Bullying Immediate Response Chart)

d) Sanctions

Schools should have set procedures to follow in implementing sanctions where a bullying incident has occurred. (This may be through your behaviour policy). In the event of all other avenues being exhausted, or in particularly serious cases this may lead to exclusion.

The revised DfES Guidance of January '03, Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, Para.1:6 states:

“In cases where a head teacher has permanently excluded a pupil for persistent and defiant misbehaviour (which would include racist or homophobic bullying)...the Secretary of State would not normally expect the governors’ Discipline Committee or an Independent Appeal Panel to reinstate the pupil.”

However, Governors would need to examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

10. Strategies to Reduce Bullying

The school will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including:

- Co-operative group work.
- Circle Time.
- Circle of Friends.
- The support group approach/No Blame Approach.
- Peer mediation.
- Anti-bullying box.
- Midday supervisor training.
- Peer counselling.
- Buddy systems.
- PSHE programmes.
- Self esteem workshops.
- Restorative justice.

(This is not an exhaustive list and the school will need to select those approaches most suitable for their school. For more details of these and other strategies refer to supplementary guidance.)

In the case of specific forms of bullying the school may already have, or wish to develop specific responses eg racist, sexist or homophobic bullying.

11. Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian.

An underlying principle in supporting pupils in our school is that all children are listened to sensitively and objectively and all incidences of bullying will be taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

12. Support for Pupils who Experience Bullying

If you are being bullied

- Tell an adult or somebody you trust what has happened straight away.
- Get away from the situation as quickly as possible.
- Try to stay calm and look as confident as you can.
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

After you have been bullied

- Tell a teacher or another adult you trust within school.
- Tell your family.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Keep on speaking until someone listens and does something to stop the bullying.
- Don't blame yourself for what has happened

When you are talking to an adult about bullying

Be clear about

- What has happened to you.
- How often it has happened.
- Who was involved.
- Who saw what was happening.
- Where it happened.

- What you have done about it already.

If you experience bullying by mobile phone text messages or e-mail

- Tell a friend, parent or teacher.
- Be careful who you give your mobile phone number or e-mail address to.
- Make a note of exactly when a threatening message was sent.

For contacts and details of where to seek help outside school see appendix.

13. Monitoring Arrangements

This policy will be evaluated and updated where necessary annually by the whole school. The views of pupils and staff will be used to make changes and improvements to the policy on an ongoing basis.

(This may initially show a rise in bullying due to awareness being raised.)

14. Dissemination of the Policy

(Fill in details of who the policy has been disseminated to and how and where people can access further copies if needed.)

15. Policy Review and Development Plan

(Fill in details of:

1. When the policy will be reviewed, how and by whom.
2. Priority areas for development of anti-bullying within school. You might list three medium term aims for improving the strategies.)

Appendices

Anti-Bullying Immediate Response Chart

School Bullying Incident Form

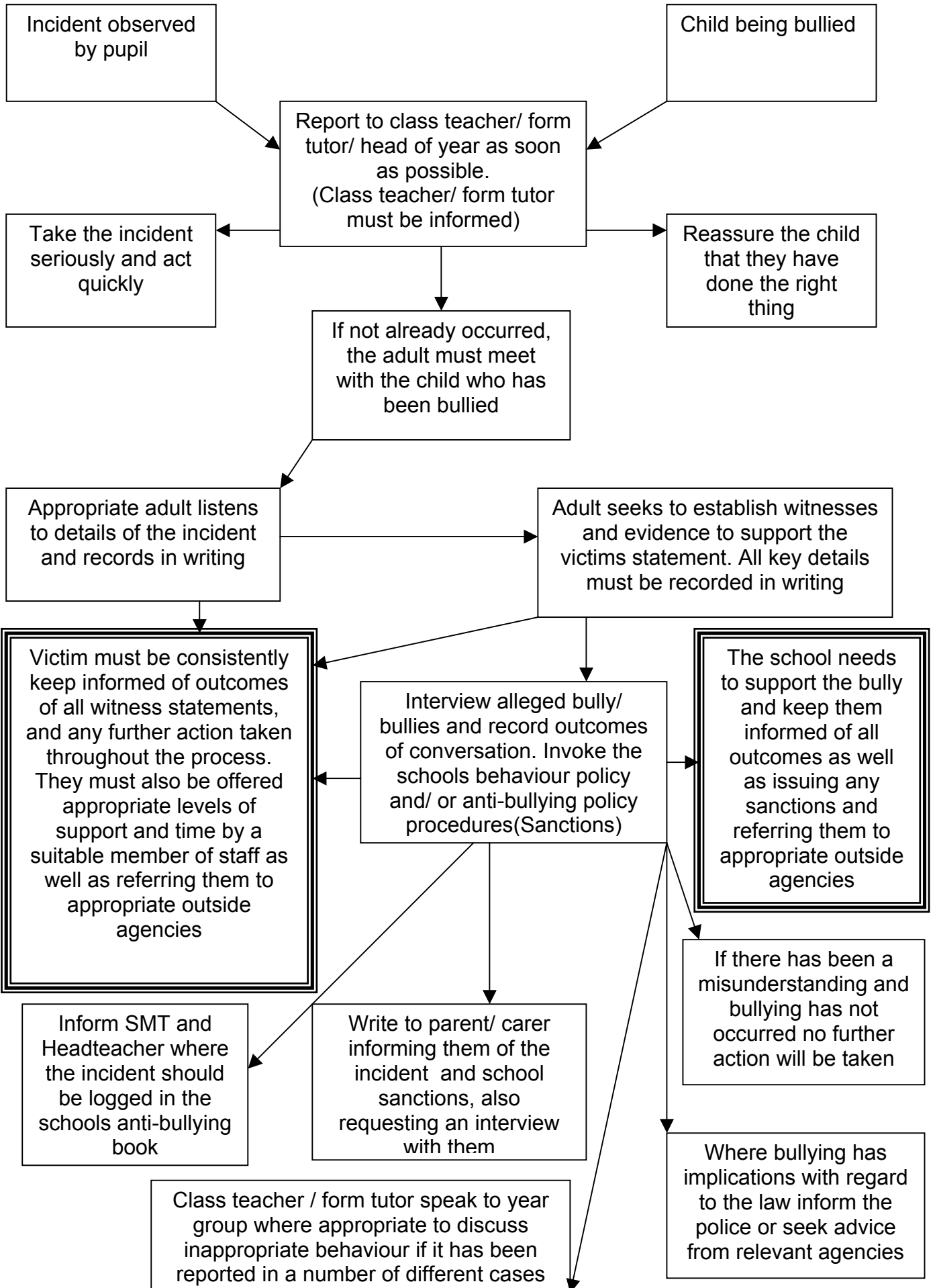
LEA Bullying Incident Form

Ensuring Ownership of Your Schools Anti-Bullying Policy

Local and national contacts

Bibliography

Anti-Bullying Immediate Response Chart



School Bullying Incident Form

This report will be held in strict confidence and will not be made available to any outside persons or agencies.

Report from _____ School name _____

Date of incident _____ Time of incident _____

Ethnic origin of victim _____ Ethnic origin of perpetrator _____

Indicate type of incident – please tick

Name calling	<input type="checkbox"/>	Teasing	<input type="checkbox"/>	Physical abuse	<input type="checkbox"/>
Having personal possessions taken	<input type="checkbox"/>	Receiving abusive text messages or e-mails	<input type="checkbox"/>	Being forced to hand over money	<input type="checkbox"/>
Being forced into something against their will	<input type="checkbox"/>	Being ignored or left out	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick.

- | | | | |
|------------|--------------------------|---------------------|--------------------------|
| Appearance | <input type="checkbox"/> | Disability | <input type="checkbox"/> |
| Gender | <input type="checkbox"/> | Race/ ethnic origin | <input type="checkbox"/> |
| Religion | <input type="checkbox"/> | Sexuality | <input type="checkbox"/> |

Brief description of incident

Action taken

Please tick if the incident led to perpetrator being excluded

Have you had contact with the victim's parent/ guardian? yes/no

Have you had contact with the perpetrator's parent/ guardian? yes/no

Have you reported this incident to any other agencies? yes/no

If 'yes' which agencies? _____

Signed _____ Designation _____
Return to (named senior manager within school)

LEA Monitoring of Bullying Incidents

Please return to your School Improvement Officer. **We strongly recommend that you return your bullying incidents and your racist incidents form at the same time.**

School name _____ DfEE No. _____

Term _____ Year _____

Please indicate the total number of incidents in the appropriate box at the end of each term. Return this information to your School Improvement Officer. The LEA will hold all information in the strictest confidence.

	Number		Number		Number
Name calling		Teasing		Physical abuse	
Having personal possessions taken		Receiving abusive text messages or e-mails		Being forced to hand over money	
Being forced into something against their will		Being ignored or left out		Other (please specify)	

Please indicate the number of incidences which led to the perpetrator being excluded

Please indicate the number of incidences recorded which you felt were motivated by any of the following.

Appearance	<input type="text"/>	Disability	<input type="text"/>
Gender	<input type="text"/>	Race/ ethnic origin	<input type="text"/>
Religion	<input type="text"/>	Sexuality	<input type="text"/>

Signed by Senior Manager

Date

If you require further information or assistance please contact Louise Bates, Graham Falgate or any member of the PSHE/Citizenship team on 01332 716881.

Ensuring Ownership of your Schools' Anti-bullying Policy

It is essential that all schools do not only have an anti-bullying policy in place, but they ensure all relevant members of the school community are consulted before it is implemented.

A policy will only be effective if everybody in school has discussed and understood the problem of bullying, and agreed on good and bad practice.

Awareness raising helps people understand the problem and agree a definition of bullying which can be owned by the whole school.

Consultation lets everybody say what they think the policy should contain, but it requires careful planning. Pupils may be provided with a draft policy to discuss at home or within school.

A working party can help with formulating the draft policy including governors, midday supervisors, pupils, teachers, parents and members of the wider community.

Schools which involve pupil representatives have found their suggestions practical and sensitive to the schools positive ethos. Support is also available through the Health Promoting Schools programme to develop a whole school approach to bullying.

Local and National Contacts

Local Contacts

Staff training and inset – PSHE & Citizenship Team

National Contacts

Telephone Numbers

Childline

Telephone number 0800 1111

(Open 24 hours a day)

For children who are deaf or hard of hearing textphone service 0800 400222

NSPCC

Telephone number 0808 800 5000

A registered charity dedicated to stopping cruelty to children

Kidscape

Telephone number 020 7730 3300

(Bullying councillor available Monday - Friday 10.00am-4.00pm)

Anti Bullying Campaign

Telephone number 0207 378 1446

(Advice line for parents and children 9.30am-5.00pm)

Advisory Centre for Education

Telephone number 0207 354 8321

(Advice line for parents on all school matters open Monday – Friday 2.00pm-5.00pm)

Ofsted

Telephone number 07002 637833

e-mail: freepublications@ofsted.gov.uk

Parentline Plus

Telephone number 0808 800 2222

(National helpline for parents Monday - Friday 9.00am-9.00pm, Saturday 9.30am-5.00pm, Sunday 10.00am-3.00pm)

Useful websites regarding bullying in schools

BBC Bullying Survival Guide www.bbc.co.uk/education/bully/index.htm

Provides information, guidelines for dealing with all aspects of bullying, a help and resources list and accounts of celebrities who were bullied when they were at school

Childline www.childline.org.uk

Gives details on the CHIPS initiative and other information regarding bullying

Kidscape www.kidscape.org.uk

Gives advice and support for victims, schools and parents

Bullying Online www.bullying.co.uk

A registered charity, which contains advice for both parents and pupils

NSPCC www.nspcc.org.uk

A registered charity dedicated to stopping cruelty to children

Bullyweb www.uclan.ac.uk/facs/science/psychol/bully/bully.htm

A research site with links to other sites on bullying

Peer Support Networker www.peersupport.co.uk

Newsletter linked to Peer Support Forum

Bibliography

DFES Guidance – Bullying Don't Suffer In Silence – Updated September 2002

Childline – Bullying Information for Teachers and Professionals

Ofsted – Bullying: Effective Action in Secondary Schools – 2003

Kidscape – information taken from website