



## **BEAUDESERT PARK SCHOOL**

### **ANTI-BULLYING POLICY**

The aim of the policy is to promote and instill the values of respect, tolerance and care for all. Beaudesert Park School (the “School”) is committed to creating a purposeful, nurturing and supportive environment for every member our community in which people feel valued, able to be themselves, and free from intimidation and bullying of any sort. All members of the community, including Governors, Headmaster, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the School policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Bullying is an antisocial behaviour, which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This is a whole School policy, including the EYFS.

It should be read in conjunction with the following policies:

- Promoting Welfare and Safeguarding
- E-Safety & Anti-Cyber Bullying
- Equal Opportunities
- Behaviour
- Disability Inclusion, SEND and Learning Support
- Exclusion, Removal and Review
- Personal Development and PSHCE

This anti-bullying document is also compliant with:

- National Minimum Standards for Boarding School (2015), Standard 12: Promoting Positive Behaviour and Relationships
- Equality Act, 2010
- SEND Code of Practice April 2020: 0 to 25 years
- DfE guidance, ‘Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies’, July 2017
- The Education Act 2011
- Keeping Children Safe in Education, DFE, September 2021

## AIMS AND OBJECTIVES

- To ensure that everyone at the School has an awareness of, and sensitivity to bullying and that appropriate measures are taken to support the victim and reform the perpetrator.
- To protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all children.
- To look out for all signs of bullying and to take the appropriate action to stop it.
- To develop a school environment that is both safe and secure for all pupils.
- To have in place established systems that will deal with incidents of bullying.
- To develop confident children who will notify staff of any incident of bullying.
- To inform everyone connected with the school of the school's anti-bullying policy.

## DEFINITION OF BULLYING

Bullying is a form of anti-social behaviour that has no place in this School.

It can take the form of racial, religious, cultural, sexual, sexist, homophobic, LGBT+, disability, special needs or cyber related bullying, it can target a child because they are adopted or a carer. Bullying can be motivated by prejudice. It can occur both in and outside school. It could involve physical (including sexual) intimidation, verbal, the use of prejudice based language, cyber (including social network sites like Facebook, chat rooms, email, e-photos and SMS messages/texts by mobile phone), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating. Passive bullying can also take place by children acting as a bystander to incidents.

Bullying is behaviour that is repeated over a period of time which makes other people feel uncomfortable or threatened, whether this is intended or not. There are many different sorts of bullying, but the three main types are:

- physical – hitting, kicking, pinching, shoving, damaging, taking or hiding someone else's belongings, including money.
- verbal – name calling, teasing, insulting, using prejudice-based language, threatening, writing unkind notes, hand written or through use of email, misuse of mobile phones and Internet social networking websites.
- psychological – being unfriendly, deliberately leaving people out, tormenting, spreading rumours, nasty looks, gestures etc.

At Beaudesert we consider any action either verbal, physical, or psychological which causes repeated intentional hurt to another person to be bullying. Any unintentional

actions which have the same effect can be as harmful as intentional acts of bullying and these need to be looked for and guarded against.

Bullying may occur in any situation and it is important that we are not complacent about it.

### THE SERIOUSNESS OF BULLYING

Bullying may involve actions or comments that are racist, homophobic, or which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

We acknowledge that if bullying is left unaddressed it can have a devastating effect on individuals, causing psychological damage. It can be a barrier to their learning and have serious consequences for their mental health not only in childhood but also into adulthood.

The Everyone's Invited website is a stark reminder of why keeping children safe is of paramount importance and why we must remain constantly vigilant to all forms of abuse, including child-on-child sexual abuse and harassment. (see Appendix 3 Anti-Sexual Bullying for more information)

We are aware that under Sections 90 and 91 of the Education and Inspections Act 2006 that we have the power to discipline pupils for misbehaving off the school premises such as on school or public transport, outside local shops or in a town or village centre. All reported incidents of bullying outside school will be investigated and acted on.

### GUIDELINES FOR STAFF

Bullying and the seriousness with which the School views incidences of bullying should be thoroughly discussed as part of the PSHCE programme, Assemblies, and in Form time. The same is true in the Pre-prep, where Circle Time is also used. Bullying may also be a topic covered during an Assembly, drama sessions or through stories and literature. Pupils should be made aware of what action to take if they become a victim and that they cannot beat bullying single-handed. They should be told to tell someone; a teacher, a peer listener or a parent for example. In the classroom, in the boarding house and on the School Council notice board are posters displaying the various people that a child can talk to, in addition to the telephone number for Childline. There is also an independent listener, Mrs J Erskine Crum. Children who wish to talk about bullying must always feel they are being taken seriously and be given the opportunity to explain how the situation is affecting them.

At Beaudesert there are no 'initiation ceremonies' intended to cause pain, anxiety or humiliation.

An awareness of the nature of bullying will be raised through staff discussion (e.g. highlighting areas where bullying may occur), staff training, Religious Education and Philosophy & Ethics lessons, Drama, and PSHCE lessons. Pupils should be regularly reminded of our expectations of them under our agreed Behaviour Policy. The aim is

to ensure the whole School has an anti-bullying culture. Pupils should understand that there are potentially very serious consequences for those involved in bullying, including exclusion.

Weekly pastoral meetings which Prep School staff attend will be the forum through which other members of staff are informed of incidents on a 'need to know' basis. More detailed discussions will take place during the weekly Pastoral Group meeting. Incidents involving Pre-prep children are discussed at Pre-prep staff meetings and at the Pastoral Group meeting.

### SIGNS OF BULLYING

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Psychological damage and diminished levels of self confidence
- Frequent visits to the school nurse with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiencing nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

### THE SCHOOL'S RESPONSE TO BULLYING

Bullying by any member of the School community is unacceptable as everyone at Beaudesert has the right to attend School with peace of mind and the expectation of being treated with respect by others.

Beaundesert is proud of its record over the years as a caring, sharing family community aimed at developing happy, fulfilled young people.

We recognise and agree with the often quoted belief that, ‘a school which says that it has no bullying is either being economical with the truth or doesn’t know what is happening within its walls’.

The following, therefore, is the process by which we at Beaundesert aim to ensure that:

1. Incidents of bullying occur as little as possible.
2. When and where they do occur they are identified quickly, and dealt with effectively, for all concerned.

Every member of the community may find themselves in a situation where they come across an incidence of bullying. Therefore we are all in a position to be the first line of defence against bullying. We should all strive for high standards of mutual care and support.

Pupils should tell an adult immediately that they are aware of any bullying taking place, whether to themselves or any other member of the Beaundesert community.

#### PROCEDURES TO FOLLOW

##### *Who deals with the incident?*

Reports of bullying should always be taken seriously and dealt with as quickly as possible. Pupils should be encouraged to talk freely and openly about their concerns. Incidents of bullying may be brought to the attention of members of staff by parents as children will naturally often confide in them first.

If the incident is minor and apparently a ‘one-off’ the member of staff should deal with the case accordingly. However, if it becomes clear that the incident is part of a pattern, he/she should deal with the problem according to the School’s agreed policy. He/she should raise awareness of other staff, especially the pupil’s Form Tutor. If the incident is serious, e.g. physical harassment, intimidation, etc., it should be brought to the attention of the Assistant Head Pastoral in the first instance and then the Deputy Head and Headmaster, if the incident is considered sufficiently serious.

The Assistant Head Pastoral retains a ‘Bullying Concerns Log’ in which he and the Deputy Head record incidents, events or patterns of behaviour that cause concern, but that are not deemed to be bullying. This is a method of offering early help and prevention to both potential victim and bullying. The parents of both are made aware when such a concern is recorded. In all cases of bullying an Incident Form should be completed (appendix 2) and passed to the Assistant Head Pastoral who will discuss this with the Deputy Head and Headmaster.

##### *How should the incident be dealt with?*

- Reassure the victim and deal with the bully (as necessary).

- Remain calm, take the incident or report seriously, discuss with the victim why it started and the history of the situation, etc.
- Complete an Incident Form (see Appendix 2).
- Take action to diffuse the problem as quickly as possible.
- Think whether your action needs to be private or public.
- The parents of both the victim and the bully will be informed on all occasions when an Anti-Bullying Incident Form is completed.
- Offer concrete help, advice and support to the victim.
- Make it plain to the bully that you disapprove of his, or her, actions.
- Encourage the bully to see the victim's point of view.
- Ensure consequences are in place for the bully if you have to.
- Secure an agreement from the bully to improve his/her behaviour and avoid a repetition of such behaviour.
- The bully should give a written undertaking on a sheet of paper to be attached to the Incident Form that he/she will not repeat his/her behaviour and sign it (differentiated according to ability). The bully will receive constructive support to enable them to understand the behaviour expected of all pupils (with reference to the Pupil Code of Conduct), what behaviour is unacceptable, and to learn that good behaviour is a better way. The bully must be reminded that he/she must take no retaliatory action against the victim.
- Agree a review date with the victim and add this to the Incident Form, pass a copy of the Form to the Deputy Head & Headmaster.
- Continue to monitor the wellbeing of the victim and the behaviour of the bully. Meet the victim on the review date to determine whether the bully has stopped his/her behaviour. If the bullying has stopped comment favourably to the bully, inform staff that the problem has stopped. Inform the Deputy Head if the bullying has continued. The Deputy Head or Headmaster will then take appropriate action.

It should always be acknowledged that some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

#### *Resolution of bullying incidents*

Each incidence of alleged bullying may need to be treated differently. Many courses of action may follow an investigation, such as:

- The two parties will be brought together by the Deputy Head or Assistant Head Pastoral to mediate the problem

- Children involved may be asked to explain themselves in front of the Headmaster
- The child accused of bullying may be asked to apologise to the victim's parents
- The Head may deliver a strong warning to the accused concerning his/her future behaviour and his/her place in the school

The Co-ordinator of PSHCE (Assistant Head Pastoral) is always available for discussion and advice on any particular situation.

In the case of more serious issues of bullying, the following people may be involved in the resolution, depending on the circumstances of the incident:

- a) The two form teachers concerned and Housemaster for boarding incidents
- b) The two form teachers with the Deputy Head or Assistant Head Pastoral
- d) The Headmaster
- e) Head of Pre-prep

All cases of bullying will be passed on to the Assistant Head Pastoral who will log the incident in the 'School's Bullying Log'

This will also be recorded in the iSAMS Wellbeing manager, under bullying, where relevant staff will be informed.

Parents will be involved when the staff concerned with resolving the incident, together with the Headmaster, deem it necessary.

#### *Sanctions that might be applied*

Sanctions may range from a verbal warning to one of the Schools' standard punishments (i.e. loss of free time), even ranging up to temporary or permanent exclusion, as set out in the Behaviour policy depending on the gravity of the offence and the pupil's record with reference to bullying.

The aim of sanction is to:

- Help the person harmed to feel safe again and be assured that the bullying will stop.
- Hold the perpetrator to account getting him/her to recognise the harm caused and to deter him/her from repeating the behaviour.
- Demonstrate to the School's community that bullying is unacceptable and that the schools have effective ways of dealing with it, so deterring others from behaving similarly.

#### *Threshold for Reporting Incidents of Bullying to External Agencies*

In all cases of bullying, cyber-bullying and bullying outside school, staff must follow the School's reporting procedures and ensure the Headteacher and Deputy Head are aware of such incidents, and the Designated Safeguarding Lead (DSL) where necessary.

When there is reasonable cause for the Headteacher, DSL and Deputy Head to believe that the child/children is/are suffering or likely to suffer significant harm, they will report the incident to outside agencies, such as the police or children's social care.

When there is abuse of one or more pupils against another pupil this incident should be treated as a safeguarding/child protection concern and the Promoting Welfare & Safeguarding Policy should be followed.

If a crime has been committed, or there is likelihood of a crime being committed and/or the bullying is of sufficient seriousness the School will refer the matter on to external agencies (such as police/ children's social care) whilst supporting the child/children in school, wherever possible. A bullying incident will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

The School's Behaviour Policy is central to the School's stance against bullying.

### CYBER-BULLYING

Cyber-bullying can be defined as "the use of ICT technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others"

Cyber-bullying could involve communications by various electronic media, including for example:

- Texts, instant messages or calls on mobile phones
- The use of mobile phone camera images to cause distress, fear or humiliation
- Posting threatening, abusive, offensive or humiliating material or comments on websites (including blogs, personal websites and social networking sites such as Facebook, Instagram, Twitter or YouTube)
- Using e-mail to message others in a threatening or abusive manner, or
- Hijacking/ cloning e-mail accounts.

For the prevention of cyber-bullying, the School takes the following measures:

- Expects all pupils to adhere to its Pupil Code of Conduct for ICT. Certain sites are blocked by our filtering system and our ICT Support Department monitors pupils' use
- May impose disciplinary sanctions for the misuse, or attempted misuse, of the internet
- Issues all pupils with their own personal School email address. Access to personal email sites such as "Hotmail" is not allowed from School computers/ tablets inside School
- Offers guidance on the safe use of social networking sites and cyber-bullying in PSHCE & ICT lessons, which covers blocking, removing contacts from "friend" lists and sharing personal data
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- Does not allow the use of mobile phones or Internet enabled cameras in School

(See associated policies for more details including the e-Safety and Anti-Cyber Bullying Policy)

## NURSERY & EYFS CHILDREN

Even the youngest children at Beaudesert are encouraged to behave towards each other with kindness and consideration. They are encouraged to learn to look after their own possessions and to respect others' possessions. We expect them to be honest, helpful and polite, and to work hard and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of the Nursery Department is in charge of the management of behaviour in the Nursery.

In the Pre-prep, we explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions in the EYFS. Occasionally, a child may be sent to see the Head of Pre-prep, who will explain the inappropriateness of a particular action, and will follow this up with a phone call to the parents.

Copies of the Behaviour Policy (including EYFS children) are available for parents to read in the department.

This policy is available to all parents of pupils and prospective pupils on our website. It is communicated to all staff and pupils including junior and recently appointed staff.

## COVID-19

When a member of staff is talking to a child, they will adhere to social distancing and follow other COVID-19 protocols and find a suitable location for this.

If an incident of bullying is reported while the children are being taught remotely, exactly the same procedures will be put in place but the contact with the children and parents will be via Zoom or similar software.

This policy can be made available in large print or other accessible format if required.

<b>Authorised by</b>	A Melvin <b><u>Chair of Boarding, Pastoral &amp; Safeguarding Committee</u></b>
<b>Date</b> 23 <sup>rd</sup> November 2021	
<b>Approved by</b>	M Pyper <b><u>Chair of Governors</u></b>
<b>Date</b> 23 <sup>rd</sup> November 2021	
<b>Last Reviewed</b>	November 2020
<b>Next Review</b>	November 2022

## **APPENDIX 1: Anti-Bullying Policy For Children**

### **WHAT IS BULLYING?**

Bullying is behaviour which makes you or other people feel uncomfortable or threatened. It may be that the behaviour is on purpose or not.

There are different sorts of bullying but the three main types are:

Physical hitting, kicking, damaging, taking or hiding someone else's belongings, including money, pinching and shoving.

Verbal name calling, teasing, insulting, threatening, writing unkind notes. Cyber Bullying through the use of mobile phones, email, face book etc.

Emotional being unfriendly, tormenting, spreading rumours, nasty looks, nasty gestures, deliberately leaving people out

People react differently. It is not always possible to tell if someone is hurt or upset.

**WE WISH OUR SCHOOL TO BE A PLACE WHERE ALL FEEL SAFE AND EVERYONE CAN ENJOY SCHOOL WITHOUT FEAR. EVERY PUPIL HAS THE RIGHT TO BE SAFE AND HAPPY IN SCHOOL, AND TO BE PROTECTED AT ALL TIMES.**

### **BULLYING IS NEVER ACCEPTABLE**

**IF YOU ARE BEING BULLIED, OR YOU KNOW THAT SOMEONE ELSE IS, PLEASE TELL SOMEONE – EITHER A MEMBER OF STAFF OR A MONITOR – STRAIGHT AWAY AND WE WILL DEAL WITH IT.**

**WHAT BULLIES ARE DOING IS WRONG AND IT IS YOUR DUTY TO HELP YOURSELF OR THE VICTIM.**

**NOT TELLING MEANS THAT THE VICTIM WILL CONTINUE TO SUFFER AND THE BULLY WILL CARRY ON, PROBABLY WITH OTHERS, TOO.**

**WE WILL NOT TELL THE BULLY WHO TOLD US ABOUT THEM.**

**WE ALL HAVE A RESPONSIBILITY TO MAKE SURE THAT BULLYING IS NOT ALLOWED IN OUR SCHOOL.**

## APPENDIX 2: Bullying Incident - report form



Name of child	Form	Date
Name of other children involved		
<p>Type of bullying (<i>please tick</i>)</p> <p>Physical <input type="checkbox"/>      Verbal <input type="checkbox"/>      Social <input type="checkbox"/>      Cyber <input type="checkbox"/></p> <p>Details of the type of bullying e.g. Name calling</p> <p>How long has it been going on for?</p> <p>Where does it generally take place? (<i>please tick</i>)</p> <p>1. In the dormitory? <input type="checkbox"/>      (A) In the morning <input type="checkbox"/>      (B) In the evening <input type="checkbox"/></p> <p>2. In class? <input type="checkbox"/></p> <p>Details</p> <p>3. Between lessons / lunchtime? <input type="checkbox"/> If so where?</p> <p>4. at another time in the day? <input type="checkbox"/></p>		
Have they told anyone about it before? If yes, what happened?		
Information (summary)		

Information (cont)

Signed

Review and next step

Signed

### **APPENDIX 3: Anti-Sexual Bullying**

Our aims are to uphold every child's right to protection from all forms of violence and exploitation and to a safe education, and to increase recognition that sexual bullying prevents the full enjoyment of these rights.

#### **Definition**

Sexual bullying is any bullying behaviour whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls.

It can be carried out to a person's face, behind their back or through the use of technology. For example:

- Teasing or putting someone down because of:
  - Their behaviour (e.g. because they haven't or have had sex)
  - Their sexuality
  - Their body (e.g. the size of their breasts, bottom or muscles)
- Using words that refer to someone's sexuality in a derogatory way (like calling something 'gay' to mean that it is not very good)
- Using sexual words to put someone down
- Making threats or jokes about serious or frightening subjects like rape
- Spreading rumours about someone's sexuality and sex life - including on social media, via text, using graffiti and via email
- Touching parts of someone's body that they don't want to be touched (this includes squeezing, pinching, kissing, groping)
- Putting pressure on someone to act in a sexual way
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or bottom to obtain sexual gratification, or to cause the victim humiliation, distress or alarm.

#### **What are the consequences for victims of sexual bullying?**

Research has shown that bullying can negatively impact the emotional wellbeing of pupils affected. This can include low self-esteem and confidence, poor body image, depression and anxiety. In some cases, sexual bullying can be linked to poorer educational outcomes and increased truancy rates for the young people involved.

#### **The rights of children**

Children have a right to be safe from abusive and exploitative behaviour, and a right to a fulfilling education. Beadesert Park School has a responsibility to protect them from such behaviour. Sexual bullying can prevent the full enjoyment of these rights, as set out in the UN Convention on the Rights of the Child (1989). These include:

- Article 19 states parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in care of parent(s), legal guardians(s) or any other person who has the care of the child.
- In England, Section 61 of the Schools Standards and Framework Act 1998 introduced a legal requirement for schools to produce and anti-bullying policy (as part of a student discipline policy) from 1st September 1999. Additionally,

Section 175 of the Education Act 2002 required schools and local authorities to safeguard and promote the welfare of children. Subsequent guidance set out that safeguarding the welfare of children “encompasses issues such as student health and safety and bullying”.

Our aim is to create a safe school environment whereby staff and children promote a culture of best practice as well as preventing and responding to incidences of sexual bullying therefore, creating a safe school environment. The most effective anti-bullying initiatives are those that form part of a whole school strategy. Bullying can only be reduced by creating an understanding of why it happens and a determination to foster a community in which all people are treated with respect and kindness.

Alongside devising and implementing anti-bullying policies, all members of the school community, including teachers, support staff, children, parents and governors, are involved in creating and maintaining a safe environment. It also requires members of the school community to uphold standards of behaviour as set out in the School’s Anti-Bullying Policy, and to prevent and respond swiftly to all forms of bullying. Furthermore, sexual bullying should be clearly identified in conjunction with the main body of the School’s Anti-Bullying Policy.

In incidents of sexual bullying the School will follow the procedures as set out in the Promoting Welfare and Safeguarding Policy and the Anti-bullying Policy.

## **APPENDIX 4: Dealing with Bullies - Some Guidelines**

1. Punitive treatment towards the bully or bullies or harasser may well reinforce the view that when they get big/powerful enough, then they will be able to use bullying tactics again. Education and awareness raising is more effective and consistent.
2. Most bullies are happy enough to talk about what has happened as long as they think you (the teacher) are being reasonable.
3. When dealing with the bully, defuse the situation, do not exacerbate it by being angry, sarcastic, or indignant yourself.
4. The pre-determined goal when talking with the bully is to get him/her to feel that the situation of the victim is something to feel concerned about.
5. Try to communicate with the perpetrator on equal terms, rather than from a hierarchical position. Try to devolve the power.
6. Accept the bully's account initially, in order to keep him/her talking.
7. When challenging a bully about his/her behaviour and working towards a resolution try the following statements/questions:
  - "I would like to talk with you because I've heard that 'x' has been having a rather bad time," or "I need your help, 'x' has been rather upset recently". "What do you know about all this?" or "what have you seen?" After you have made the first couple of statements remain silent and wait for the bully to respond. (The wait may seem to take forever, but wherever possible don't rescue him or her by talking to ease the tension.)
  - Whilst the bully tells you his/her side of the incident do not interrupt but encourage her/him with nods, and phrases such as "Oh", "Really", "That's interesting", "er huh", etc.
  - When you detect in the bully a note of concern for the victim stop the conversation, reinforce the notion that you both agree that something is wrong with 'x'.
  - Elicit constructive solutions. "What shall we do about it?"
  - Accept the bully's suggestions, if reasonable, then announce that you and she/he will meet again in a few days' time to discuss how things have gone. Make a time and date to meet.

## **APPENDIX 5: Some Useful Agencies/Resources on Bullying and Cyber Bullying**

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 Network**- An excellent Scottish Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for pupils, 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](http://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](http://www.antibully.org.uk/bgbullied.htm)

**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](http://www.beatbullying.org)

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

[www.chatdanger.com](http://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.childrensexpress.org](http://www.childrensexpress.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 pupils called 'thinkuknow'.

[www.ceop.gov.uk](http://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 pupils and schools and has a range of publications and downloadable resources for children, parents and teachers.

[www.childline.org.uk](http://www.childline.org.uk)

**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](http://www.childrenslegalcentre.com)

**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 pupils 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](http://www.dfes.gov.uk/bullying)

**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](http://www.kidscape.org.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](http://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](http://www.parentlineplus.org.uk)

**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 pupils 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.

**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](http://www.youngminds.org.uk)

**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.