Anti-Bullying Policy

October 2022

Anti-Bullying Statement

At Milton Road Primary School, we believe that all children have the right to learn, work and participate in a school environment where they feel safe and which is free from harassment and bullying. In keeping with our key school values, we believe that all children should be treated with respect by those in the school community, so that they are able to flourish in a kind and supportive environment. In turn, we believe that it is important for all children to take responsibility for their behaviour and to be aware of the impact that their actions have on others, and to modify it accordingly.

We know that bullying, in whatever form, damages children's physical and mental health and can negatively impact on their self-confidence and their ability to form and sustain relationships. In turn, we know that bullying can undermine children's ability to learn and can inevitably impact on their chances of achieving their full potential.

Importantly, we believe that bullying causes harm not only to those who are bullied, but those who observe bullying as well as to those who are the perpetrators of bullying.

The purpose of this policy is to clearly communicate how we, as a school, aim to create and maintain a climate and school environment in which everyone agrees that bullying is unacceptable and are committed to tackling it to improve outcomes for all.

Aims and objectives

This policy seeks to produce a consistent school response to any bullying incidents that may occur.

- Because we believe that bullying is unacceptable and damages individual children and negatively impacts on the whole school community, we seek to do all we can to prevent it by endeavouring to develop a school ethos in which bullying is regarded as unacceptable by all.
- We believe prevention is better than cure and we strive to build a school community based on respect for the individual
- We aim to model, encourage and promote positive social relationships.
- We aim to produce a safe and secure environment where all can learn without anxiety or fear
- We will intervene early to ensure that low-level disruption and the use of offensive language is not left unchallenged or dismissed as banter or horseplay. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating
- We aim to respond quickly and effectively to incidents of bullying, using a restorative approach and/or sanctions where necessary
- We aim to safeguard and offer appropriate support to those children who, despite the school's best efforts, have been bullied, and to provide longer term support where necessary to reduce the likelihood of negative effects on their behaviour and self-esteem
- We aim to support children who may be perpetrators of bullying to understand and recognise the seriousness of their behaviour and to support them in adjusting and modifying their behaviour, as well as seeking to understand what may have lead to their acting in this way

- We aim to provide a clear PSHE and Citizenship education that effectively supports learning about bullying, diversity, discrimination and personal safety
- We aim to make all those connected with the school aware of our clear opposition to bullying, and make clear each person's responsibilities with regard to preventing bullying in our school

A definition of bullying

We understand that bullying can be a subjective experience which can take many different forms.

There are common aspects which relate to any definitions of bullying, these are:

- It is deliberately hurtful behaviour
- The behaviour is usually repeated over a period of time
- There is a perceived imbalance of power, which makes it hard for those being bullied to defend themselves. This imbalance may take a physical, psychological, or intellectual form or involve the capacity to socially isolate or remove access to the support of a group

At Milton Road Primary School, we define bullying as a persistent, deliberate attempt to hurt, humiliate or upset another person physically, psychologically or through interference with their property.

Prevention

At Milton Road Primary School, we believe that the whole school community should work together to seek to eliminate bullying, as part of our efforts to promote a positive and inclusive whole-school ethos and create a nurturing, stimulating and healthy school environment.

We have a range of strategies in place which are designed to help create and maintain an environment which helps to prevent incidents of bullying from occurring:

- Promotion of the school's 6 key values
- The consistent and regular delivery of PSHE and Citizenship (Cambridgeshire Personal Development Programme for PSHE and Citizenship)
- The promotion of the school's anti-bullying approach in assemblies (collective worship) as well as being displayed around the school
- Providing confidential communication systems – 'Listening boxes'
- Providing social skills support for identified children
- Participation in annual national events – e.g. Anti-bullying week
- Positive relationships promoted though the school's 'Kindness' week
- Undertaking pupil-voice surveys re. behaviour, bullying etc
- Working with other settings on anti-bullying initiatives
- Providing information on support agencies, such as ChildLine
- Providing training and awareness for all staff
- Involving children in taking on tasks of responsibility – e.g. young Leaders
- A range of opportunities provided for children to take part in clubs and team activities to develop their social skills
- Mixing of classes at the end of Y2 and Y4 to help promote healthy friendships and to address issues around negative relationships and concerns such as cliques

Forms of bullying

At Milton Road Primary School, we understand that bullying behaviour can represent itself in a number of different forms. We acknowledge that children can be bullied in ways that are:

Physical – by being punched, pushed or hurt; made to give up belongings, money or food; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; insulted about their gender, race, religion or culture; being teased or insulted for being different or being perceived to be different,; being called names or having offensive comments (including homophobic or sexist comments, or those related to physical or academic ability or special educational needs) directed at them.

Emotional and Manipulative – by having unpleasant stories or rumours told about them; by being left out, taunted, ignored or excluded from groups.

Electronic/'cyber-bullying' – via text message; via instant messenger services and social network sites; via email; and via images posted on the internet or spread via mobile phones.

We are also aware that bullying may take place through the circulation of handwritten messages and notes.

Specific types of bullying

As a school, we seek to provide an environment where all children can achieve social and academic success and which celebrates diversity and promotes important principles of tolerance. We recognise, however, that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Examples may include:
   • Bullying related to race, religion or culture
   • Bullying related to special educational needs (SEN) or disabilities.
   • Bullying related to being academically able or proficient
   • Bullying related to appearance or health conditions
   • Bullying related to sexual orientation
   • Bullying related to home circumstances – including a perceived lack of wealth, bullying of looked-after children or young carers
   • Sexist, sexual or transphobic bullying

At Milton Road Primary School, we recognise that bullying is, commonly, a complex type of behaviour which occurs between individuals and groups, but in order to seek to not only understand it, but to tackle it appropriately, we are aware that there are different roles within bullying situations which can be identified. These include:

The ring-leader – who through a position of power can direct bullying activity.

Assistants/associates – who actively join in the bullying (sometimes because they are afraid of the ring-leader).

Reinforcers – who give positive feedback to those who are bullying, perhaps by smiling or laughing.

Outsiders/bystanders – who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

Defenders – who try and intervene to stop the bullying, or comfort children/peers who experience bullying.

Given the complex nature of bullying, we are aware that children can adopt different roles simultaneously or at different times; for example, a bullied child might, in turn, be bullying another child, or a 'reinforcer' might become a 'defender' when the ring-leader is not around.

Recognising signs and symptoms of bullying

In order to respond to incidents of bullying, we know that it is important that we remain vigilant. We are aware that there are possible changes to an individual's behaviour which may indicate that they are being bullied, and it is important that we look out for these. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems, but, as a school, we will also consider and investigate bullying as a possible cause:
- Being frightened of walking to and from school
- A loss of self-confidence and self-esteem
- Being frightened to say what's wrong or what is worrying them
- Presenting with unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of nonattendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children/peers
- Having possessions go 'missing' or 'lost', including packed-lunch and money
- Starting to steal money or objects (to pay or give to the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares

In order to have an effective and comprehensive response to the issue of bullying, as a school, we understand the importance of seeking to understand and recognise why children may bully. Recognising why children may bully helps us to identify those children who are at risk of engaging in bullying behaviours and becoming perpetrators. This approach supports the school in seeking to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. We believe that understanding the emotional health and wellbeing of children who bully is important in allowing us, as a school, to make the right response.

Possible reasons why some children may engage in bullying include:
- Struggling to cope with a difficult personal situation e.g. a bereavement; changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having been abused or bullied, themselves, in some way

- Having a temperament that may be aggressive, quick-tempered or jealous
- Feeling frustrated, insecure, inadequate, humiliated. (This may be the result of difficulties with school work)
- Finding it difficult to socialise and make friends
- Having limited emotional intelligence and finding it difficult to empathise with the feelings and needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs (this pressure may come directly from parents/carers)

Reporting incidents of bullying

At Milton Road Primary School, we encourage and seek to equip the whole school community to report all incidents of bullying, including children who have experienced being bullied as well as those who have witnessed incidents.

To support the reporting of bullying, we seek to provide clear, accessible and confidential systems for reporting incidents.

Children may be aware of bullying as a victim/target, a witness or even as the perpetrator. Children are encouraged to tell a trusted adult if they think bullying is taking place. As a school, we encourage all children to think about members of the staff team they can go to if they feel they have a problem. This may not necessarily be the child's class teacher; they may choose, instead, to confide in a Teaching Assistant, a teacher from a different class or a member of the school's senior leadership team.

To support children in reporting incidents, each class has a 'Listening box' where children may record concerns and 'post' them for the attention of the class teacher. Class teachers will keep track and record where a child reports an incident between children.

If parents/carers have concerns, we ask them to talk to their child's class teacher, in the first instance, but if, for whatever reason, they feel unable to do this, they should report their concerns to a member of the school's senior leadership team – Headteacher; Deputy-Head; Inclusion Coordinator; or Key Stage Leader. Again this will be recorded. If a parent/carer has brought the initial allegation of bullying to the attention of the school, they will be kept informed of developments.

If an incident is reported to another member of staff, the incident will be referred to the child's class teacher. The child's class teacher will make a record of the incident.

Class teachers through this system may be able to build a picture around a pattern of behaviour building between various individuals and intervene as appropriate through proactive measures, such as, seating plans and advising lunchtime supervisors.

When responding to incidents involving any type of bullying, as a school, we will consider the situation in relation to the school's Child Protection Policy and Procedures. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection, particularly where there are concerns that a child may be suffering or is likely to suffer significant harm in terms of emotional abuse.

As a school, we currently have three members of staff who hold the post of Designated Person for Child Protection:

1. Mrs Nina Burton (Deputy Head & Safeguarding Lead)
2. Mrs Rachel Snape (Headteacher)
3. Mrs Ali Hall (Inclusion Manager)

Making sure the person being bullied is safe and feels safe

When a child reports being bullied, as a school, we will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses will be treated in the same way and will always lead to a conversation with the targeted child.

Establishing and recording what happened by listening to the targeted child

After listening to the account of what has happened to them, including their views and feelings, as a school, we will record any alleged incident by using the school's online reporting facility - CPOMs. The report will include the following information:

- Date, time incident(s) reported (automatically recorded)
- Member of staff to whom the incident(s) was reported
- Date, time, location of alleged incident(s)
- Nature of alleged incident from the perspective of the person being bullied, including the name of the alleged bully/bullies
- Date, time when parents/carers were informed

When an incident of bullying is reported, we will endeavour to make an on-line CPOMs written record of the incident within 24 hours. We know that it is important that written records are factual and where opinions are offered these will be based on factual evidence.

We know that recording incidents in this way helps to build a picture of behaviour patterns in school – e.g. who, when, how, what action taken. This helps us to manage individual cases effectively and to monitor and evaluate the effectiveness of strategies.

Incident reports are automatically stored by CPOMs and allow for analysis and review at a later date.

Deciding upon a response

After listening to the account of the targeted child (or about the targeted child) as a school we will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

A Restorative Approach

Where appropriate, and in most cases of bullying, we will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves the perpetrators of bullying focusing on their unacceptable behaviour, with support, in an emotionally intelligent way and means that children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others
- Recognise the need to take action to repair the damage caused
- Agree a range of helpful actions to repair the harm caused; this will be monitored over an agreed period of time

Modes of inquiry

Where possible, the child being bullied and the alleged perpetrator(s) will be seen separately

No blame will be apportioned during the initial stages of the investigation e.g. "Child A seems upset. Can you think of any reason why?"

- If the perpetrator(s) admits to upsetting a pupil they should be asked how the victim might be feeling as a consequence of their action. They should also be asked how they could make the victim feel better about it
- If the perpetrator(s) does not admit to anything being wrong they can be asked to help suggest ideas as to how to deal with the situation so the victim can feel safe and happy at school
- In line with our restorative approach a joint meeting might be arranged in which all parties can express their views and a positive way forward agreed

Use of Consequences

The school may consider the use of consequences as a response to incidents of bullying. Where this is the case, consequences will be applied fairly and proportionately and in accordance with the school's behaviour management policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children involved in bullying. As a school, we are clear that bullying by children with disabilities or Special Educational Needs (SEN) is no more acceptable than bullying by other children. However, to ensure that a consequence is reasonable and lawful, we will, inevitably, take account of the nature of the child's disability and SEN and the extent to which they understand and are in control of what they are doing.

The use of educational consequences are intended to:
- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it

Consequences may include:
- Removing/separating children from other individuals or groups of children
- Removing children from certain whole school activities or key points in the school day – e.g. breaktimes (playtimes)/lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed policy and procedures, particularly where the item is being used to cause harm to others – e.g. mobile phone for cyber bullying

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's Restorative Approach or consequences, then, as a school, we may consider excluding the perpetrator from the school (for a fixed-period, in the first instance).

When deciding upon appropriate responses to bullying, we will seek to ensure that the consequences address the bullying behaviour in a way that does not lead to an escalation of the behaviour but, instead, supports a resolution to the problem.

Working with Parents/Carers

When we are made aware of a bullying situation, parents/carers of the child who is being bullied will be invited into school/contacted to discuss their child's situation. As a school, we will always endeavour to involve parents/carers of children who have been bullied at as early a stage as possible to support the process of working together to find ways of resolving the situation and bringing about reconciliation.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to school/contacted to discuss their child's behaviour.

As a school, we believe that a cooperative ethos is desirable when trying to reach an effective and long-lasting resolution; the role the parents/carers of those children undertaking the bullying have in helping their child accept the consequences of their actions and helping them to adopt alternative ways of behaving is very important.

Following up/supporting and Monitoring

After following our procedures for responding to an incident of bullying, we will, where appropriate, consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that all children can feel safe. Strategies may include longer term support for all parties including: the person being bullied; bystanders (witnesses); and the perpetrator, and may include:
   • Regular opportunities to talk to an identified adult
   • On-going teaching re. anti-bullying as part of the school's PSHE and citizenship curriculum
   • A designated adult will check with all those involved as part of an agreed plan to ensure that instances of bullying are not re-occurring

Monitoring and Evaluating the Anti-bullying Policy

The School's Anti-bullying Policy and Practice is regularly monitored and evaluated to ensure its effectiveness. This process includes routinely reviewing the school's definition of bullying and identifying new types and forms of bullying if and when they emerge. The review involves the collecting of data on the prevalence of bullying at the school and includes gathering the views and perceptions of all stakeholders: Children; Staff; Governors; Parents/Carers. The following tools may be used to gather relevant information:

   • School records
   • Surveys and questionnaires
   • Focus groups and interviews

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

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.antibullyingalliance.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 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. Available at: 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. Available at: www.antibully.org.uk/bgbullied.htm [SEP]

AboutKidsHealth

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

BBC Bullying

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

Chatdanger

This gives advice for young people and parents on using Internet Chat rooms safely. See: 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. See: 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 pupils called 'thinkuknow'. See: 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 provides training in peer support for pupils and schools and has a range of publications and downloadable resources for children, parents and teachers. See: 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). See: www.childnet-int.org

Children's Legal Centre

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals providing advice in this area. It advises on actions schools are required to take to

prevent and deal with bullying effectively, as well as providing practical advice on what parents can do it a school fails to support their child. See: 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. See: www.cre.gov.uk

Department for Education
www.dfes.gov.uk/bullying

Enable
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 parent 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. See: www.fflag.org.uk

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. See: 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. See: 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. See: 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. See: 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. See: 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. See: www.schoolofemotional-literacy.com

School's Out

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

Stonewall

This is an organisation campaigning for gay and lesbian people's rights in the UK. See:

www.stonewall.org.uk [SEP]

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. See: 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 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 massage they can then take the appropriate action.

Throwing Stones

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

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

www.bullyingtaskforce.org/doc/infosheet_pt1.doc

www.bullyingtaskforce.org/doc/infosheet_pt2.doc

Bullying around Racism, Religion and Culture

This advice for schools is the first in a suite of specialist guidance on countering prejudice-driven bullying in schools. This advice was created with the help of children and young people, Head teachers and staff, community and voluntary sector organisations, professional associations and local authority officers. Available at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbulling/racistbullying

Homophobic Bullying: an issue for schools

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

Participation Guidance

Are you talking to me? Young people's participation in anti-bullying. This new guidance document sets out to help professionals to effectively involve children and young people an anti-bullying work. It highlights the importance of participation, as opposed to consultation, in ensuring that antibullying 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 colleague, can be downloaded at: www.antibullyingalliance.org.uk/downloads/pdf/cyberbullyingreportfinal23016_000.pdf

A summary is available at: www.antibullyingalliance.org.uk/oxso_clickthru.asp?path=/downloads/pdf/cyberbullyingreseachsummary.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/sheet18.pdf

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.antibullyingalliance.org.ukpdf/journetsa4.pdf

Primary

"A Volcano in my Tummy" written by Elaine WhiteCourt 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.

Reports, Training Materials and Strategies to reduce bullying

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

- Bullying: Effective action in secondary schools (2003). A report by OfSTED; see website – www.ofsted.gov.uk [1 SEP]

- '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

- Another report from ESTYN on good practice in managing behaviour in schools is also relevant (July 2006) www.estyn.gov.uk