

Walderslade Girls' School



Cyber Bullying Policy June 2010

(Ratified and adopted by the Governing Body January 2011)

General Statement

Under sections of the Protection from Harassment Act (1997), the Malicious Communications Act (1988), the Computer Misuse Act (1990 regarding hacking), and the Communications Act (2003), it is a criminal offence to send an indecent, offensive or threatening letter, electronic communication, article or telephone message. The school may therefore, in appropriate circumstances, take police advice in an incident involving abusive messaging or photography in using Information and Communication Technology. It is likely that the school would suspend, or the headmaster review the position in the school, of any offending pupils involved.

The school is also committed to the safeguarding of pupils welfare, and the school may be obliged to report any suspected child welfare issue to the relevant public authorities (in particular indecent or sexual images).

Introduction

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

- The school reserves the right to monitor pupil's use of the internet and to examine mobile phones where there is a reason to suspect abuse.
- Any misuse of Information and Communication Technology is subject to the School's disciplinary sanctions and pupils and parents are referred to the Behaviour for Learning Policy and the Parent's Handbook for guidance. Pupils will be accountable to school sanctions even if the misconduct occurs outside of school if the welfare of other pupils or the aims values and practice of the school are placed at risk.
- Sanctions may include confiscation of mobile phones or restrictions on the use of the internet.

Aims

The aims of this policy are to ensure that:

1. pupils, staff and parents are educated to understand what cyber bullying is and what its consequences can be
2. knowledge, policies and procedures are in place to prevent incidents of cyber bullying in school or within the school community
3. we have effective measures to deal effectively with cases of cyber bullying
4. we monitor the effectiveness of prevention measures

Application of the School Rules

- The school rules apply to all pupils when under the responsibility of the school.
- Pupils are not under the school's responsibility when they come under the direct supervision of parents or guardians. However, the school will retain a reasonable interest in and concern about pupils behaviour at all times and places, if such behaviour is considered to have a bearing on the aims, values and practice of the school. This includes the pupils use of Information and Communication Technologies.

The principles for the use of communication technology devices are those upon which the school rules are based. These are as follows:

- mutual consideration, respect and courtesy among all members of the school community
- a sense of responsibility in all pupils
- respect by pupils for instructions given by staff
- respect for the property of individuals and of the school
- support for the effective running of the school

Information and Communication Technologies

All pupils are required to recognise their responsibilities in the use of all forms of technology whilst under school authority, including:

- (i) Mobile Phones.
- (ii) Network and Internet use.
- (iii) Digital cameras (discrete and integrated devices).

Mobile Phones

Mobile phones are not permitted in school except in an emergency, in which case they should be handed in to the School office for safe keeping. The school will not take responsibility for mobile telephones brought onto the school site and all students should be aware of this. There will be no investigations into the loss of mobile phones.

Examination Boards will disqualify candidates for breaking this rule.

Abusive Calls

Making abusive calls or sending abusive messages or images is a criminal offence. The school may therefore take police advice in a situation of abusive calls.

Network and Internet Use

Every person using computers connected to the School's network is allocated file space to store their personal work. Students will be given rights to use certain shared files and other resources as well as internal email. The school encourages responsible use of the internet for educational purposes.

The privacy of other users must be respected at all times and users must not attempt to access, modify or copy data or passwords belonging to other users. Students must not attempt to interfere with the proper operation of software on local machines or on the network. It is important to keep passwords and login names confidential.

The network also provides internet access with external email and the World Wide Web. Students are expected to act responsibly and use the Web for school related work only. No attempt should be made to access any undesirable materials. The software that allows internet access through the network maintains a log of all sites visited by all users and this log is inspected regularly.

The school uses the Medway LEA approved Internet Service Provider which filters sites and restricts access to inappropriate sites. The School also utilises additional software to allow staff to closely monitor students network activities.

Social Network Sites

The school does not allow access by any pupil to a social network site whilst under school authority.

Digital Cameras (Discrete or Integrated Devices)

Cameras are not permitted in school and therefore should not be used to record photographs or videos of other pupils or anyone else in the school.

No pupil must copy an inappropriate picture of another pupil or anyone else, or any other type of picture without the consent of the subject, onto a Social Network Site.

What is cyber bullying?

- Cyberbullying is the use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or 'cyber-stalking'; vilification/defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation

PREVENTING CYBERBULLYING

Understanding and discussion

- The Assistant Headteacher – Welfare & Discipline is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness and reporting the outcomes to the Headteacher.
- The Assistant Headteacher – Welfare & Discipline will liaise with the Head of ICT to ensure that all staff receive training in identifying cyber bullying and understanding their responsibilities.
- All staff will be helped to keep up to date with the technologies that children are using.
- Through the School Council pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyber bullying and on reporting cases they experience.
- Pupils will be educated about cyber bullying through a variety of means.
- Pupils will sign an Acceptable Use Policy which parents will be asked to countersign before their daughter/s are allowed to use the internet in school.
- Pupils, staff and parents will be involved in evaluating and improving policies and procedures.

Policies and practices

- Ensure regular review and update of existing policies to include cyber bullying where appropriate
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them
- Keep good records of all cyber bullying incidents
- Publicise rules and sanctions effectively

Promoting the positive use of technology

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

Making reporting easier

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

- Provide information for 'bystanders' including reassurances about protection from becoming victims themselves
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline

RESPONDING TO CYBERBULLYING

Some features of cyber bullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyber bullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets
- location: the 24/7 and anywhere nature of cyber bullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
- it is possible that a member of staff may be a victim and these responses apply to them too

Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to a member of staff or their Pupil Progress Manager who will liaise with the Assistant Headteacher – Welfare & Discipline and the PCSO
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- Confiscate mobile phone, ask pupil to delete the offending content and say who they have sent it on to
- Contact the police in cases of actual/suspected illegal content
- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 1 contains information on what service providers can do and how to contact them

Investigation

- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screen-grab of social network pages, print, save and forward to staff whole email messages

- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: Internet Watch Foundation (www.imf.org.uk).
- Identify the bully. See Appendix 2 for guidance
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education.

Working with the bully and applying sanctions

The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
 - to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
 - to demonstrate to the school community that cyber bullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation
 - The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change

Evaluating the effectiveness of prevention measures

- Use the School Council to hear the pupil's point of view
- Identify areas for improvement and incorporate pupil's ideas
- Conduct an annual evaluation including a review of recorded cyber bullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey
- Publicise evaluation findings; celebrate what works and what improvements are planned

APPENDIX 1

When and how to contact the service provider

Mobile Phones

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

Details of how to contact the phone operators:

- O2: 08705214000 or ncb@O2.com
- Vodafone: call customer services on 191 from a Vodafone phone or on any other phone call 08700700191 for Pay Monthly customers or on 08700776655 for Pay As You Go customers.
- T-Mobile: call customer services on 150 from your T-Mobile phone or on 0845 412 5000 from a landline, or email using the 'how to contact us' section of the T-Mobile website at www.t-mobile.co.uk

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

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

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

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

Contacts for some social network providers:

- Facebook: The most efficient way to report abuse is to do it in the same place it occurs on Facebook. For example, if you receive a harassing message in your Inbox, you can report the message by clicking on the "Report" link next to the sender's name as you are reading the message. If you receive a harassing message from a person who is a Facebook friend of yours, you should remove the person as a friend and report the message. Reporting the message as harassing will automatically add this person to your Block list. You can also use the "Report/Block person" link that appears at the bottom of the abusive user's profile. If you learn that someone is continuing to make abusive comments about you even after you've blocked them, you can ask a friend to report that person on your behalf. Reports are confidential and the user being reported does not know that they have been reported. After a report is submitted, we will investigate the issue and make a determination as to whether or not the content should remain on the site based on our Statement of Rights and Responsibilities. A Facebook administrator looks into each report thoroughly before taking action. Please note that our team makes it a priority to respond to reports of harassing messages on the site.
- Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left hand corner of screen) on every Bebo profile. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report. Users have the option to report suspicious online activity directly to the police by clicking the 'Report Abuse' link and then clicking the 'File Police Report' button.
- MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://us.myspace.com>), and at the bottom of every page with the MySpace site.
- Piczo: reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report Abuse' page can be found at <http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp>.

Instant Messenger (IM)

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

Contacts of some IM providers

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

Email providers (e.g. hotmail and Gmail)

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

Contacts of some email providers

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

Video-hosting sites

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well-known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself. YouTube provides information on what is considered inappropriate in its terms of service see www.youtube.com/t/termssection5c.

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

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

APPENDIX 2

Identifying the Bully

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

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

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school ICT staff or ICT support to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their pupils. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network, and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour). A new national agency called the Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at www.ceop.gov.uk However, it is important to note that it is the sexual exploitation of children and young people, not cyber bullying, which forms the remit of CEOP.

Information about cyber bullying and civil and criminal laws

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

APPENDIX 3

Some Useful Agencies/Resources

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

Anti-Bullying Alliance

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

www.ant-bullyingalliance.org

Anti-Bullying Questionnaire that schools can download and use to find out about the prevalence of bullying. Go to the following web page and click on Questionnaire.

www.anti-bullyingalliance.org/abawek2005.htm

Anti Bullying Network

An 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

Antibully

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation.

www.antibully.org.uk/bgbullied.htm

AboutKidsHealth

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

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

Antidote

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

www.antidote.org.uk

BeatBullying

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

www.beatbullying.org

British Youth Council

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

www.byc.org.uk

Bullying Online

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

www.bullyfreeworld.com

BBC Bullying

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

www.bbc.co.uk/schools/bullying

Chatdanger

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

www.chatdanger.com

Children's Express

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

www.childrens-express.org

CEOP: (Child exploitation online protection)

A newly formed 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

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

Childnet International

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

www.childnet-int.org

Children's Legal Centre

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

www.childrenslegalcentre.com

Commission for Racial Equality

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

www.cre.gov.uk

Department for Education

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

Enable

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

www.enablelink.org

Family and Friends of Lesbian and Gays (FFLAG)

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

www.fflag.org.uk

INSTeD

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

www.insted.co.uk/insted.html

Institute for Race Relations

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

Kidscape

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

www.kidscape.org.uk

Lucky Duck Publishing

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

www.luckyduck.co.uk

NSPCC

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

www.nspcc.org.uk

Parentline Plus

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

www.parentlineplus.org.uk

Parrotfish Company

This focus is on helping schools and teachers and Local Authorities to recognise and celebrate the diversity of the world's cultures and to deal with multiculturalism, racism and bullying. The website provides information on resources, staff INSET and pupil workshops.

www.parrotfish.co.uk

School of Emotional Health

This organisation provides training and consultancy in emotional literacy in schools and organises conferences where best practice in emotional literacy is disseminated.
www.schoolofemotional-literacy.com

School's Out

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

Stonewall

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

Teacher Vision

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

www.teachervision.fen.com

Text Someone

To encourage young people to report incidents of bullying, theft, crime or any antisocial behaviour directly to schools 'Text Someone' was born, allowing schools to offer 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.

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.

www.beyondbullying.com

Trinity College Dublin

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

www.abc.tcd.ie

Young Minds

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

www.youngminds.org.uk

Young Voice

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

www.youngvoice.co.uk

Bullying and Disability

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

www.bullyingtaskforce.org/doc/infosheet_pt1.doc

www.bullyingtaskforce.org/doc/infosheet_pt2.doc

Bullying around Racism, Religion and Culture

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

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

Homophobic Bullying: an issue for schools

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

www.childline.org.uk/casenotes.asp

Participation Guidance

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

www.anti-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 Pupil 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 cyber bullying. 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 cyber bullying, carried out by Peter Smith and colleagues at the Unit for School and Family Studies at Goldsmith's college, can be downloaded at:

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

A summary is available at:

www.antibullyingalliance.org.uk/oxso_clickthru.asp?path=/downloads/pdf/cyberbullying-researchsummary.pdf

The emotional cost of bullying

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

www.rcpsych.ac.uk/pdf/sheet18pdf

Books

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

Journeys

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

Available at:

www.anti-bullyingalliance.org.ukpdf/journetsa4.pdf

Adolescent Volcanoes

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

APPENDIX 4

Reports, Training Materials and Strategies to reduce bullying

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

1. Bullying: Effective action in secondary schools (2003). A report by OfSTED see website: www.ofsted.gov.uk
2. Recent and very good. 'Tackling Bullying in schools'. A survey of effective practice June (2006). This is a lively and very useful report on strategies schools use to prevent bullying, highlighting good practice case examples from Her Majesty's Inspectors in Education and Training in Wales. It can be downloaded from: www.estyn.gov.uk/Publications/Remit_Tackling_Bullying_in_schools_survey_of_effective_practice.pdf
3. Another report from ESTYN on good practice in managing behaviour in schools is also relevant (July 2006) www.estyn.gov.uk

DCSF Suite of Guidance

Safe to Learn

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

Secondary National Strategy

Social and Emotional Aspects of Learning (SEAL)

SEAL: Anti Bullying Resource for Secondary Schools

It includes a theme overview

- A set of structured staff development opportunities.
- Ten example learning opportunities for use with pupils in Years 7.8 and 9 that can be delivered flexibly to promote progression or to develop specific skills according to needs. These flow from a series of stimulus materials. They are divided into three themes: individuals, resilience and bullying; group bullying; prejudice-driven bullying: nationalstrategies.standards.dcsf.gov.uk/node/66375

Healthy Schools

The accreditation guidance for Healthy schools especially in relation to emotional health and well being (EHWB) and how this impacts on bullying. Anti-Bullying Guidance was published from Healthy Schools in November 08 Inside Justice Week (18-25 November) shows people how they can help deliver justice and why it matters. Schools up and down the country have participated in the campaign in previous years, running mock trials, attending events at local courts and police stations, and even welcoming the local police into their classes. www.healthyschools.gov.uk.