Contents

Statement of principles and values
Nick Whitfield, Director of Education and Children's Services 2

Statement of principles and values
Sarah Baker, Independent Chair of Local Safeguarding Children Board 3

Richmond upon Thames Anti-bullying Strategy – the local and national context 4

What is bullying – the Richmond upon Thames definition 6

The Richmond upon Thames Education and Children's Services Anti-bullying Strategy 7

Monitoring, reviewing and evaluating the impact of the Anti-bullying Strategy 8

Statutory responsibilities of schools, local authorities and youth settings 9

Specific reference to the role of the Local Authority in relation to anti-bullying procedures and protocols in youth settings and extended schools 11

Statutory duties in relation to equalities 12

How does the strategy link to local stakeholders? 14

Identification of lead professionals and stakeholders for bullying matters 16
Statement of principles and values

Director of Education and Children’s Services

The London Borough of Richmond upon Thames is committed to ensuring that every child has the right to live and learn in a safe environment free from bullying, harassment and violence. All our schools and youth settings should be socially and culturally inclusive.

Bullying can be very damaging to children and young people. It can affect their educational progress and achievement. The effects on the social and psychological development of both the victim and perpetrator of bullying can be long lasting and present further problems in adult life.

The Education and Children’s Services directorate is clear in its duty to work in partnership with children and young people, schools, youth settings, parents and carers and voluntary and community groups, to ensure that bullying is prevented wherever possible and acted upon swiftly where it occurs. This includes work with both the victim and the bully.

The local authority (LA) is aware of the statutory responsibilities and duties it has in relation to bullying and also those that schools and youth settings need to build into their policies and practice. The authority will be rigorous in supporting and monitoring the practice around bullying in order that all children and young people including those visiting, can experience a safe environment wherever and whenever they are in the borough.

Through the development of the work related to this strategy, it is the expectation that effective anti-bullying training, support, policy and procedures will become embedded in school and youth settings. This should make a real and tangible difference to children and young people, including those who are more vulnerable.

This strategy document is designed to support action and influence practice development. It will be reviewed and updated regularly and this process will be led by children and young people. Through this we will maintain an effective programme of support that will have a real impact on the outcomes for them.

Nick Whitfield

Director of Education and Children’s Services

London Borough of Richmond upon Thames
Statement of principles and values

Independent Chair for Local Safeguarding Children Board

The aim of the Anti-bullying Strategy is to develop and deliver a ‘joined-up’ consistent approach to prevent bullying occurring and to tackle bullying when it does occur. This includes working with schools, youth services, health services, community services, voluntary organisations, Connexions, probation and the police.

The Local Safeguarding Children Board’s (LSCB) role is to ensure that safeguarding is integral to all aspects of service design and delivery by partners across the borough.

The London Borough of Richmond upon Thames recognises the right of every child and young person to live in a community where they feel safe and secure, free from victimisation and bullying.

The LSCB will support the Children and Young People’s Strategic Partnership to provide specific strategic guidance on bullying within the context of safeguarding, in order to support all agencies to meet their statutory responsibilities to safeguard and promote the welfare of all children and young people.

The LSCB will support the delivery and implementation of the Anti-bullying Strategy through working directly with children and young people in order to promote positive, trusting relationships and safe environments.

Sarah Baker
Independent Chair
Local Safeguarding Children Board
Richmond upon Thames Anti-bullying Strategy –
the local and national context

The Richmond upon Thames Children and Young People's plan is the strategic overview of the work undertaken by the Education and Children’s Services directorate. This document is informed by the Children’s Act of 2004 and the supporting framework of Every Child Matters. Elements of the Anti-bullying Strategy are also informed by the relevant law on equalities and ‘The New Performance Framework for Local Authorities and Local Authority Partnerships: Single Set of National Indicators’.

The London Borough of Richmond upon Thames recognises that these measures and laws may not cover the full range of reasons for bullying. It is the priority of the local authority to ensure that all forms of bullying, regardless of age and including those related to disability, gender and sexual orientation, are addressed. This strategy document and the guidance that accompanies it are written with that broader audience in mind.

31%
of children experienced bullying by their peers during childhood.
Cawson, P et al. (2000)
Child maltreatment in the UK: a study of the prevalence of child abuse and neglect

20%
of young people had experienced bullying or threats via email, internet chatrooms or text message.
NCH and Tesco Mobile (2005)
Putting U in the picture: mobile bullying survey

“As a young child in primary school, I often had the mick taken out of me because I missed a lot of school through illness. This made me very shy and I was never with the in crowd. Through my school life and into adulthood I had low self esteem and would not do anything that meant I could be shown up or fail. It has taken 40 years to get back the sense of self belief I lost as a child.”
Adult Comment

25%
of calls to Childline relate to concerns over sexual orientation, homophobia or homophobic bullying
Childline Survey 2006

82%
of children with a learning disability are bullied
Mencap Survey (2007)
Specific links of the Anti-bullying Strategy to local authority strategic plans

Community Plan 2007 to 2017

The overall vision is for a Richmond upon Thames that is:

- inclusive
- puts protection of the environment at the core of its services and community life
- delivers quality public services that truly reflect the needs of all its local people
- addresses its challenges by harnessing the capacity of all its partners in the public, private, voluntary and community sector

The Anti-bullying Strategy fits into the following key priorities in the Community Plan:

- Priority 1: Tackling disadvantage and inequalities
- Priority 3: Being the safest London borough for all our communities
- Priority 4: Growing up in Richmond upon Thames
- Priority 5: Creating a healthy and caring Richmond upon Thames
- Priority 6: Creating a vibrant and prosperous Richmond upon Thames
- Priority 7: Improving access and participation

Children and Young People's Plan

The London Borough of Richmond upon Thames is working in partnership to realise a vision for excellence through putting children and their families first.

The Children and Young People's Plan (CYPP) will be updated in 2009 and the guiding principles and aims of effective anti-bullying work will be underpinned by the new CYPP.

Included in these are the aims that:

- every child and young person has the right to live and learn in a safe environment, free from bullying, harassment and violence;
- all our schools and youth settings should be socially and culturally inclusive;
- we work in partnership with children and young people, schools, youth settings, parents and carers and voluntary and community groups;
- we safeguard and promote the welfare of all children and young people.

For full details of the developing CYPP, go to www.richmond.gov.uk or www.antibullying.richmond.lgfl.net
What is bullying?

‘Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.’

(Ofsted - HMI 465 published in 2003)

Bullying can have destructive effects on children’s lives causing physical and psychological harm. It can produce feelings of powerlessness, isolation, undermine self-esteem and cause the victims to blame themselves.

Bullying behaviour can fall into one or a combination of categories:

■ **Verbal**

  The use of language in a derogatory or offensive manner such as swearing, comments about appearance or family, ability, racist or sexist abuse, sexual innuendo, spreading rumours about the victim.

■ **Physical**

  Unprovoked assault, ranging from pushing and prodding to punching and more violent behaviour.

■ **Virtual or electronic (cyber-bullying)**

  The use of new media, including mobile phones and computers, to threaten, hurt or harm an individual or group.

■ **Social**

  Being isolated or rejected by peer group or adults. Specifically, not being 'included'.

■ **Property**

  Including interference with personal property, theft, extortion, hostile mobile phone or internet messaging.

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**I was bullied by boys in year 2 about loving someone. I felt bad and it was hard to tell anyone until my mum noticed I was sad so I told her. It stopped in year 3.**

Primary student

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Psychological

A combination of the above causing a reduction of a person’s self-esteem or confidence. Taunting and teasing may focus on gender, sexual orientation, ethnicity, appearance, disability, family circumstances or any other features of a child’s life which can be used to undermine or control them.

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For the purpose of this strategy the definition of bullying agreed by all stakeholders will be:

*Bullying is any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.*
How will the Education and Children’s Services directorate support schools, youth settings, young people and parents or carers in tackling bullying?

Key stakeholders involved in developing, implementing and benefiting from this Strategy include: young people, parents and carers, school staff, youth service staff, local authority officers, the Council for Voluntary Services, the Primary Care Trust and the Community Safety Partnership.

The Anti-bullying Strategic Team will work with schools, youth settings, young people and parents or carers in the following ways:

- Provide training opportunities for all key stakeholders in preventing and tackling bullying in all its forms
- Ensure that the principles of effective anti-bullying work are embedded in the local authority’s work on safeguarding, including the Common Assessment Framework (CAF)
- Support schools and youth settings in developing effective and sustainable peer support programmes, including delivering and supporting the Mentoring and Befriending Foundation’s Approved Provider Standard accreditation programme
- Provide direct support and resources to key groups to assist the development of anti-bullying programmes, for example Richmond Mencap’s ‘STOP!’ theatre group
- Develop the necessary framework to support the Education and Children’s Services directorate in becoming a Stonewall Education Champion
- Work with children and young people’s settings in embedding initiatives, for example Social and Emotional Aspects of Learning (SEAL), that have a positive impact on reducing incidents of bullying
- Create a resource base of support, both practical and for reference
- Work with schools and youth settings to gain national recognition for anti-bullying work, for example the Princess Diana Award
- Develop a local register of good practice and support the sharing opportunities across the service
- Increase the role of the voice of the key stakeholder groups in monitoring and evaluating anti-bullying work
- Support the participation of young people and school and youth settings in national anti-bullying weeks
- Support the sharing and dissemination of good practice, whether it is at a local, regional or national level
- Develop procedures for gathering data and evidence of bullying incidents in the local authority
- Encourage schools to sign up to the Department for Children, Schools and Families (DCSF) Anti-bullying Charter for Action document
- Develop multi-agency approaches to support settings to access safeguarding services

We are aiming to develop a procedure that is easy to understand and accurate when seeking the views of young people to make sure it is accessible and will prevent duplication. This is intended to improve the impact of youth participation.
How will the impact of the Anti-bullying Strategy be monitored, reviewed and evaluated?

The impact and sustainability of the ongoing anti-bullying work of Education and Children’s Services and its partners will be monitored in the following ways:

- The strategic monitoring of anti-bullying work in the Education and Children’s Services directorate’s Protective and Preventative Services and the subsequent links to the formal review and development process of the Children and Young People’s Plan.
- Formal reporting and review of incidents related to race as is required by law.
- Developing reporting tools and systems to record other forms of bullying and the general attitudes of children and young people and reviewing, evaluating and acting on the responses.
- Monitoring effective use of policies in schools and youth setting through the work of the Healthy Schools programme, local authority officers and the national inspection process.
- Auditing the number of settings that achieve and sustain the Mentoring and Befriending Foundation’s ‘Approved Provider Standard’ of peer mentoring.
- Make use of external auditing processes related to specific programmes such as the Stonewall Education Champions award.
- The results from audits will be reported in an annual review. This will include a published action plan for the following year.
- Regular consultations will be held with key stakeholders to ensure quality of delivery of the Anti-bullying Strategy actions.
- The strategic group will meet at least three times a year to review progress and impact. Details of outcomes and actions will be posted on www.antibullying.richmond.lgfl.net

“I have only been bullied on one occasion at school. However, my son has been bullied throughout his school life at both primary and secondary level and the schools have not been able to deal with the problem sufficiently. I believe all schools should adopt a ‘zero’ tolerance to bullying, provide adequate training for staff and consult the victims on ways they believe the bullying should be dealt with as well as putting clear procedures in place.”

Adult Comment
Section 11 of the Children Act 2004:

Section 11 of the Children Act 2004 places a duty on key persons and bodies to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children.

Seven components of Section 11

- Senior management commitment to the importance of safeguarding and promoting children's welfare
- A clear statement of the agency's responsibilities towards children available for all staff
- Service development that takes account of the need to safeguard and promote welfare and is informed where appropriate by the views of children and families
- Staff training on safeguarding and promoting the welfare of children for all staff working with or in contact with children and families
- Staff recruitment procedures in place
- Effective inter-agency working to promote the welfare of children
- Effective information sharing

Who does section 11 apply to

The key people and bodies that are covered by the duty are:

- Local authorities including district councils
- The Police
- The Probation Service
- NHS bodies
- Organisations (currently Connexions) providing services under section 114 of the Learning and Skills Act 2000
- Youth offending teams
- Governors, directors of prisons and young offender institutions
- Directors of secure training centres
- The British Transport Police

What does the law say schools and local authorities should and can do about bullying?¹

The law requires that children's services authorities must make arrangements:

- to promote co-operation between the authority, its partners and others with a view to improving the well being of children in their area. This includes the children's physical and mental health and emotional well-being, protection from harm and (support for) educational and social well being;
- for ensuring that their functions are discharged, having regard to the need to safeguard and promote the welfare of children.

¹ Safe to Learn: Embedding anti-bullying work in schools - DCSF 2007
The law requires that governing bodies must:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour;
- consult the headteacher, other appropriate members of staff, parents and all pupils on this statement of principles;
- promote the well being of pupils in their school;
- exercise their function with a view to safeguarding and promoting the welfare of pupils;
- produce an Annual Profile answering the question "How do we make sure our pupils are healthy, safe and well supported?";
- have a race equality policy; and assess and monitor the impact of their policies (including the race equality policy) on pupils, staff and parents, with particular reference to the impact on pupils' attainment;
- have a disability equality scheme and make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage in comparison with pupils who are not disabled;
- establish procedures for dealing with complaints about bullying, and all matters relating to the school and publicise these procedures.

The law requires that headteachers must:

- determine the more detailed measures (rules, rewards, sanctions and behaviour management strategies) on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. The policy determined by the headteacher must include measures to be taken with a view to, "encouraging good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils";
- publicise the measure in the behaviour policy and draw them to the attention of pupils, parents and staff at least once a year;
- determine and ensure the implementation of a policy for the pastoral care of the pupils;
- ensure the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever the pupils are engaged in authorised school activities whether on the school premises or elsewhere.

The law requires that teachers must:

- promote the general progress and well being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment;
- all staff must apply the school rewards and sanction lawfully.

A while ago at school I was getting bullied and then I started to bully someone weaker with slow abilities by swearing at her cursing and stealing her coat.

Secondary Student

2. We recommend including disability, race, gender, sexual orientation, religion and faith, and age in an overall equalities policy.
Specific reference to the role of the local authority in relation to anti-bullying procedures and protocols in youth settings and extended schools

We recognise that tackling problems in relation to bullying is the responsibility of all professionals who have contact with children and young people in youth settings. Professionals working with children and young people in informal settings will often become aware of bullying happening in and out of school and this is often the result of a disclosure by a young person that they are or have been a victim of bullying.

The only effective way to reduce bullying throughout the London Borough of Richmond upon Thames on a permanent basis is through all agencies and services, including youth settings such as Youth Service, Extended Schools, Youth Offending Team, Connexions, Adolescent Resource Team, sports and leisure, libraries and third sector providers of youth services, working together, with parents and young people, to tackle bullying.

We will ensure that in all youth settings:

- Young people are encouraged to report bullying and discrimination and provide a safe environment for young people to ensure they know they will be listened to
- All our staff are trained to identify signs of bullying early
- All incidents of bullying will be stopped and dealt with immediately or at a later stage if appropriate
- Each incident is recorded in line with the Education and Children’s Services agreed procedure
- All victims of bullying and harassment will be offered support
- Those who bully and discriminate against others will be challenged and offered support to change their behaviour
- There are regular opportunities throughout the year to raise awareness of the negative consequences of bullying - for instance through the peer mentoring project, Youth Forum projects and marking Anti-bullying week in November with specific projects and activities
- Youth provision and positive activities develop youth work curriculum that proactively seeks opportunities to discuss issues around diversity and draw out anti-bullying messages
- The Youth Forum champions anti-bullying on behalf of young people
- Young people are encouraged to take a lead on tackling bullying, acting as peer mentors, young leaders and volunteers and championing the Anti-bullying Strategy.
- All commissioned providers of youth activities are encouraged to incorporate the Anti-bullying Strategy into their own policies and activities
- Issues relating to bullying are addressed through the Local Safeguarding Children’s Board and Stay Safe sub-group
- We share information to safeguard young people and develop joint approaches to tackle this problem

Some girl called me a lesbian. Look at you – she was getting ready for a shower at PE then told the whole class for them to call me a lesbian. I was upset and I told them I had a boyfriend but they did not believe me.

Secondary Student
Statutory duties in relation to equalities

Schools and all public bodies have a number of responsibilities and duties under legislation relating to equality and diversity.

Current and forthcoming legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender identity.

The duties for race, disability and gender, including transgender, are currently statutory, however, in Richmond upon Thames, we believe that all the equalities duties should be obligatory.

Schools and youth settings, as a matter of course, do a great deal to promote a positive and welcoming culture and ensure that all children and young people in their care are safe and are supported to fulfill their potential.

What are the duties on schools?

Race:

Since the introduction of the Race Relations Act, 1976 (amended 2000), schools have to have due regard to

- promote the elimination of unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between persons of different racial groups.

It is a legal requirement to report racist incidents to the local authority. We ask that schools report incidents termly. These are then collated and reported to the Council.

Disability:

The Disability Equality Duty (DED) came into force in December 2006.

This was brought in to ensure the elimination of unlawful discrimination on the grounds of disability and to promote equality of opportunity for disabled people, including accessibility to buildings and publications.

Gender including transgender:

The Gender Equality Duty (GED) came into force in April 2007. It requires all public authorities, including schools, to:

- Promote gender equality of opportunity between men and women
- Eliminate unlawful discrimination
- Eliminate harassment

I have been bullied, it was scary. I told the teacher, it was in year 1 now I am in year 5.

Primary student
Sexual orientation

The Equality Act (Sexual Orientation) Regulations 2007 outlaw discrimination on the grounds of sexual orientation in the provision of goods and services. Admissions and recruitment procedures should be non-discriminatory and ensure equality of opportunity.

Religion and belief

Parliament approved the Racial and Religious Hatred Act, 2006 bill on 31 January 2006 that made it a criminal offence to use threatening words or behaviour with the intention of stirring up hatred against any group of people defined by their religious beliefs or lack of religious beliefs.

Age

The Employment Equality (Age) Regulations 2006 prohibits unlawful discrimination on the grounds of age.

Bullying and harassment in any of the above areas should be monitored through anti-bullying reporting and the implementation of the school’s anti-bullying policy.

In primary school I was bullied constantly by a girl who decided she did not like me. She called me names, told lies about me and made my friends leave me at break times. She ripped my work, stole my stuff and made me feel worthless.

Secondary student
How does this strategy fit into the work or lives of the key stakeholders?

All adults working with children and young people in the London Borough of Richmond upon Thames would be expected to use this strategy document to inform their practice and support their work in relation to bullying matters.

For specific stakeholders:

**Children and young people**

Children and young people have been involved at each stage of writing this guidance. They would like a clear strategy with a requirement for staff training to ensure that adults around them have the necessary skills to implement the strategy. They feel that it is everyone’s responsibility to challenge and eliminate bullying. They would like the Local Authority, schools and youth settings to listen to them so that by working with young people, bullying can be dealt with effectively.

**Education and Children’s Services officers**

The work of ECS officers within school and young people's settings would be informed by this strategy document and due attention would be given to the Department for Children, Schools and Families’ statutory and non-statutory guidance.

**Schools and school staff**

It is a DCSF recommendation that schools should have an up to date anti-bullying policy, which may sit in an overall behaviour policy, that is developed in consultation with all stakeholders including children and young people. This policy should be reviewed with all stakeholders on an annual basis.

**Parents and carers**

Children and young people who are being bullied or may bully others need resources and support. Through this strategy, parents and carers will be able to access relevant resources and support they require.

*I have been bullied since I started school when I was 7 years old. I am now just finishing college in year 13 and it is still happening. I have told people and teachers and they don’t do anything. I am so angry – I have a disability and get picked on for that I am so angry.*

18 year old student
Voluntary and Community

The Children’s Act of 2004 supports the view that the Voluntary and Community Sector (VCS) is an essential partner in delivering positive outcomes for children and young people. The VCS has a responsibility to deliver services within a framework that best supports the child and within that take account of safeguarding. All VCS service providers should, as a minimum standard, have a child protection and safeguarding policy. This should incorporate the principles of the anti-bullying strategy.

School Governors

Section 88 of the Education and Inspections Act 2006 requires every governing body to ensure that its school pursues policies designed to promote good behaviour and discipline among pupils. The requirements of governing bodies are fully laid out on page 14 of this strategy document and further information can be obtained in Chapter 13 of The Guide to the Law for School Governors. All policies should be reviewed on an annual basis. The Local Authority supports governors in meeting their requirements through Continuous Professional Development (CPD) opportunities – full training details can be obtained from Governor Support.
Identification of officer posts with responsibility for bullying matters

There will be certain designated officers and adults who will be reference points in relation to the strategy. The titles will be listed here and the contact details will be listed on www.antibullying.richmond.lgfl.net.

<table>
<thead>
<tr>
<th>Team, department or group</th>
<th>Name</th>
<th>Contact Number</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Children's Services</td>
<td>Lead Officer Anti-bullying Strategy</td>
<td>020 8891 7500</td>
<td>Will be given on request</td>
</tr>
<tr>
<td>Voluntary and Community Sector</td>
<td>Children's Voluntary Sector Lead</td>
<td>020 8255 8500</td>
<td>Will be given on request</td>
</tr>
<tr>
<td>Children and Young People</td>
<td>Member of Youth Parliament for Richmond upon Thames</td>
<td><a href="mailto:ryp.richmond@lgfl.net">ryp.richmond@lgfl.net</a></td>
<td></td>
</tr>
<tr>
<td>Governor Support</td>
<td>Governor Support Manager</td>
<td>020 8891 7593</td>
<td>Will be given on request</td>
</tr>
</tbody>
</table>

I was bullied at secondary school because I was perceived as different. I was a high achiever from a different part of the country. Some of the bullying was homophobic, although at the time I did not have any framework to recognise my sexual orientation. This contributed to my being in denial until my mid 30's meaning I missed out on a whole valuable chapter of my life.

Adult comment

The quotes used throughout this brochure are real experiences of bullying, obtained from the anti-bullying conference in 2007 and during the consultation process in 2008.
## Anti-bullying Strategy

### Contents

- Details of Anti-bullying Strategy web link: 2
- Facts and figures related to bullying matters: 3
- Details of background references and sources of information: 4
- Bullying – the Richmond upon Thames definition and further detail: 5
- The views of young people: 8
- The place of Anti-bullying Strategy in the wider work of the Education and Children’s Services agenda: 10
- Peer support programmes in Richmond upon Thames: 11
- Developing best practice – guidance for lead adults: 12
Further information

It is the aim of this strategy that it can be updated and information can be easily accessed by all stakeholders. Therefore most of the detail of the strategy will be found at the following website:

www.antibullying.richmond.lgfl.net

This site will be updated on a regular basis with new resources, support and anti-bullying updates.

If it is not in this strategy document then please look at the website.
Bullying is a serious issue. It is sometimes difficult to set the context of bullying in accurate data. This arises from the difficulty in reaching a consensus on the definition of bullying and issues over the reporting of incidents. To help with the context, the following are some national and local examples related to bullying.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>31%</td>
<td>of children experienced bullying by their peers during childhood</td>
<td>Cawson, P et al. (2000) Child maltreatment in the UK: a study of the prevalence of child abuse and neglect</td>
</tr>
<tr>
<td>58%</td>
<td>of children who experienced an absence of physical care also reported being bullied</td>
<td>Cawson, P. (2002) Child maltreatment in the family: the experience of a national sample of young people</td>
</tr>
<tr>
<td>25%</td>
<td>of children bullied by their peers reported that they suffered long-term harmful effects lasting into adulthood</td>
<td>Cawson, P et al. (2000) Child maltreatment in the UK: a study of the prevalence of child abuse and neglect</td>
</tr>
<tr>
<td>30%</td>
<td>of 10-14 year olds across England did not tell anyone they had been bullied</td>
<td>Smith, P. and Shu, S. (2000) What good schools can do about bullying</td>
</tr>
<tr>
<td>25%</td>
<td>of calls to Childline relate to concerns over sexual orientation, homophobia or homophobic bullying</td>
<td>Childline Survey 2006</td>
</tr>
<tr>
<td>79%</td>
<td>of children with a learning disability are scared to go out because they are frightened they might be bullied</td>
<td>Mencap Survey (2007)</td>
</tr>
<tr>
<td>36%</td>
<td>of children with a learning disability said that the bullying did not stop when they told someone</td>
<td>Mencap Survey (2007)</td>
</tr>
<tr>
<td>20%</td>
<td>of young people had experienced bullying or threats via email, internet chat rooms or text message</td>
<td>NCH and Tesco Mobile (2005) Putting U in the picture: mobile bullying survey</td>
</tr>
</tbody>
</table>
Reference sources

Many sources are referenced in this document. These are listed in the appendix and on the web site. Significant elements and themes are drawn from five specific Department for Children, Schools and Families guidance publications. These are:

- Safe to learn: Embedding anti-bullying work in schools
- Cyber bullying: Embedding anti-bullying work in schools
- Homophobic bullying: Embedding anti-bullying work in schools
- Bullying involving children with Special Educational Needs and Disabilities
- Bullying around racism, culture and religion
Bullying – more detail

According to Ofsted, bullying is defined as “aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.”

(Ofsted - HMI 465 published in 2003)

It can have destructive effects on children’s lives causing physical or psychological harm. It can produce feelings of powerlessness, isolation, undermine self-esteem and cause the victim to blame themselves.

Bullying behaviour can fall into one or a combination of categories:

**Verbal**

The use of language in a derogatory or offensive manner such as swearing, comments about appearance or family, ability, racist or sexist abuse, sexual innuendo, spreading rumours about the victim.

**Physical**

Unprovoked assault ranging from pushing and prodding to punching and more violent behaviour.

**Virtual or electronic (cyber-bullying)**

The use of new media, including mobile phones and computers, to threaten, hurt or harm an individual or group.

**Social**

Being isolated or rejected by peer group. Specifically not being ‘included’.

**Property**

Including interference with personal property, theft, extortion, hostile mobile phone or internet messaging.

**Psychological**

A combination of the above causing a reduction of a person’s self-esteem or confidence. Taunting and teasing may focus on gender, sexual orientation, ethnicity, appearance, disability, family circumstances or any other features of a child’s life which can be used to undermine or control them.

For the purpose of this strategy the definition of bullying agreed by all stakeholders will be:

*Bullying is any behaviour, or perceived behaviour, often repeated over a period of time, by an individual or group that is deliberately intended to hurt, intimidate, frighten, harm or exclude.*
Comments or actions that intentionally hurt or harm others do not need to be aimed at specific groups to be called bullying. In many cases the reason for the act of bullying has little to do with the target and much to do with the bully’s emotional health. However, specific types of bullying have been identified where the actions of the perpetrator are aimed at that defined group. These include:

**Classist bullying**: a person is targeted for representing a perceived class or socio-economic group.

**Disabilist bullying**: people with special educational needs or disabled people may be less able or more reluctant to articulate experiences as well as others. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties.

**Ethnic and faith bullying**: a person is targeted for being perceived as being a member of a different ethnic, cultural, faith or religious group. Inappropriate assumptions maybe made about someone’s religion or belief because of their ethnic origin.

**Homophobic bullying**: a person is targeted for being perceived as a lesbian, gay or bisexual (LGB) person, or for being associated with someone who is perceived as LGB such as a family member or carer.

**Sexist bullying**: a person is targeted for being of a particular gender.

**Trans-phobic bullying**: a person is targeted for being perceived as a transgender person, or for being associated with someone who is perceived as transgender such as a family member or carer. Gender-normative attitudes can seriously damage a transgender person’s self-esteem. This type of bullying also arises from sexism and gender stereotyping.
**Bullying – the need to take action.**

It is both a statutory duty and a moral imperative to challenge and tackle bullying in all its forms. Failure to tackle bullying can lead to the following in children and young people:

- Under achievement
- Truancy and poor attendance
- Alcohol and drug misuse – blocking out the pain
- Self-harm and suicide
- Promiscuous sexual practices
- Criminal behaviour
- Mental or health conditions, such as eating disorders, as a result of the anxiety and eroded self-esteem
- Future social costs to young people (victims and perpetrators) who remain damaged or poorly adjusted adults

The benefits of preventing and tackling bullying for individuals, schools, youth settings and society as a whole are significant. They include:

- Increased achievement – improved results and performance
- Improved attendance and reduced costs of dealing with truancy, alcohol, drugs, self-harm and promiscuous sexual practices
- Happier workplace and reduced staff turnover
- A safer, more diverse, inclusive and cohesive community
The views of young people

Young people across the borough have given their views on bullying. Here are some of their comments.

Why do some young people get bullied?

“There is something different about them”

“You have special educational needs”

“You are not confident – you lack self-esteem”

“Your English may not be very good”

“People are envious of you”
What can young people do to help themselves?

- “Tell staff if you see bullying”
- “Getting involved in peer support programmes”
- “Self-esteem training”
- “Get more information and support”
- “Don’t retaliate”
- “Walk away and ignore the bullies”

What can adults do to help young people who are involved in bullying?

- “Have a mailbox for reports that are then dealt with”
- “Run peer support programmes, including peer mentoring and restorative justice”
- “Have friendship stops and buddy programmes”
- “Stronger punishments for bullies”
- “High profile events like anti-bullying week”
- “Run self-esteem programmes”
- “Young people training adults about bullying”
- “Run peer support programmes, including peer mentoring and restorative justice”
Where does the anti-bullying strategy sit within wider participation and support of young people?

It is important to see the prevention and reduction of incidents of bullying as part of a wider range of actions undertaken by the local authority. Some of these are listed below:
Richmond upon Thames has developed an excellent partnership with the Mentoring and Befriending Foundation. This national charity works in schools and youth settings to set up and support peer mentoring programmes. These programmes are proven to reduce the incidents and impact of bullying.

The Education and Children’s Services directorate has several trained officers who can assist settings in developing effective and accredited peer mentoring programmes.

For further details of how the local authority can support peer mentoring in your setting go to www.antibullying.richmond.lgfl.net

Contact Details:
For more information on the support available contact:
Bob Hope
ECS
bob.hope@richmond.gov.uk
07903 346813

Velia Hartland
ECS
velia.hartland@richmond.gov.uk
07903 891430

www.antibullying.richmond.lgfl.net
Developing best practice

In general a setting where effective anti-bullying strategies work will have the following features:

(Adapted from Bullying: effective action in secondary schools, Ofsted, 2003)

- An ethos which promotes respect
- Positive leadership from the senior leadership team
- A policy which all stakeholders have helped to draw up
- Effective use of the whole curriculum to explore the issue of bullying
- Training for staff
- An annual review of the policy
- Regular consultation with young people to elicit their views on bullying
- Clear and confidential procedures for young people to alert the adults or peer mentors to bullying incidents
- Patrolling of 'hot-spot' areas where bullying is most likely to occur
- Safe areas or quiet rooms for young people
- Use of preventative strategies, for example buddying
- Independent listeners for young people to talk to
- The involvement of young people in procedures dealing with instances of bullying through 'circles of friends', peer mediation and other schemes
- Prompt and sensitive involvement of parents and carers where incidents of bullying affects their children
- Support for victims and bullies
- Effective recording, monitoring and evaluating of incident

Developing policies, sample templates, reporting forms and the DCSF Anti-bullying Charter

Developing an anti-bullying policy

Values, systems and procedures

A clear and effective policy is the best way of ensuring consistency when promoting an anti-bullying culture. The policy needs to be linked to the setting’s behaviour and attendance, special educational needs and equal opportunities policies where appropriate. Crucially, a policy must be a living document. It should be drawn up with the participation of all parts of the community and must be known by all staff, young people, parents and carers, and governors. It must be referred to in a variety of situations and settings and be part of the induction programme for new staff.
What values should underpin the policy?

A policy should include:

- the setting’s philosophy, principles and aims, with reference to the fact that any kind of bullying is not tolerated
- the aims of the policy should be stated to improve the emotional health and well-being of the pupils, with reference to the five Every Child Matters outcomes for children, as stated in the Children Act 2004

What systems and procedures should be stated in the policy?

- There should be systems and procedures that make it clear how young people should report bullying incidents. This guidance should include an undertaking that confidentiality will be observed, as far as possible, for those reporting the incident. The policy should contain advice for them on what the anti-bullying procedures are, written in accessible language. It is a good idea for settings to have a statement for young people to this effect.
- In addition, advice to staff should be given on the steps they need to take when dealing with incidents of bullying, as well as how incidents are recorded, monitored and evaluated. The policy should also state how the outcomes of investigations are used to inform review and planning by staff and governors. There might also be reference to in-service training to refresh staff’s understanding of how to manage behaviour generally and how to detect and respond to bullying. Staff with responsibility for dealing with incidents of bullying should be stated.
- The policy should state that families will be informed what action the setting has taken and what sanctions have been imposed. Advice for parents and carers on the policy and procedures is also good practice. It is recommended that settings have a statement for parents and carers to this effect.
- It is good practice to remind parents and carers annually of the anti-bullying policy. This could coincide with the government’s National Anti-Bullying Week, usually held in November.

What else might be in the policy?

- There might also be reference to other forms of bullying. Bullying can take place between adults in a community or between young people and adults. This type of bullying should also be highlighted in an anti-bullying policy, with procedures that adults can follow, if they feel they are being bullied; or if parents and carers feel their son or daughter is being bullied by an adult. A complaints procedure for adults and pupils must be in place, according to the Education Act 2002.
- The issue of harassment against members of staff by young people or parents and carers should also be included in the policy.
- An effective anti-bullying policy should include reference to rewards that young people can receive for positive work in combating bullying, for example, peer mentoring work, and should state how the setting celebrates anti-bullying work.
Establishing an effective anti-bullying policy

All parts of the community should be represented and enabled to participate in drawing up the policy. The views of all stakeholders should be listened to and acted upon. The DfES pack Bullying – Don’t Suffer in Silence, and the Key Stage 3 Behaviour and Attendance Toolkit on bullying suggests an anti-bullying policy should be drawn up in four stages.

Stage 1 – Awareness raising and consultation
For a policy to be effective, all stakeholders in the setting should have discussed and understood the issue of bullying.

Stage 2 – Implementation
This should start with a launch of an anti-bullying policy. Senior management need to give a clear lead to staff for the policy to be effective.

Stage 3 – Monitoring
An identified member of staff needs to lead on monitoring the implementation of the policy.

Stage 4 - Evaluation
Data from the monitoring and feedback should be used to update and review the policy annually. A report to governors, parents and carers, and staff may be useful.

Structuring the policy
(please see section C for more detailed guidance)
The following headings might be of use:

Values, principles and beliefs
- highlighting the overall values of the setting
- bullying is not tolerated
- how the setting promotes the young persons safety

Aims of the policy
- to provide a clear statement of the setting’s approach to bullying
- to highlight the strategies the setting uses to prevent and tackle bullying
- to promote positive attendance and reduce exclusions

Definitions of bullying
- At __________________________ we define bullying in this way: __________________________

Strategies
- an audit of existing strategies;
- preventative strategies, for example peer mentoring, PSHE, work in the curriculum
- targeted intervention, for example support for the victim and bully.
Roles and responsibilities
- key adults with responsibility for bullying
- the whole community has responsibility for bullying

Procedures for reporting incidents of bullying
- a transparent and widely known procedure
- key adults, including early involvement of parents and carers
- feedback is given to young people.

Rewards and sanctions
- how we encourage and reward or praise young people involved in anti-bullying work
- bullies will be dealt with in accordance with our behaviour policy

How we will monitor incidents of bullying and evaluate the strategies and procedures to deal with bullying
- using the behaviour and attendance audit, questionnaires, focus groups of young people, through PSHE or Citizenship and through the young person’s council
- using data on serious incidents of bullying
- keeping the School Self-Evaluation Form updated

How we will work with other stakeholders, for example, parents and carers
- we welcome involvement of parents and carers
- support is available from many agencies, for example, educational psychologists, learning mentors, counsellors and year co-ordinators.

Training for staff and students
- whole-staff training
- exploring the issue of bullying through the curriculum and activities
- training for peer mentors

Statement for students and parents or carers
- a summary of the anti-bullying policy for students and parents or carers.

Resources to support the development of an effective policy include:
- Advice on whole school behaviour and attendance policy, DfES, 2003 (in Auditing behaviour and attendance in secondary and middle schools, DfES 2003.)
- The National Primary Strategy: social and emotional aspects of learning; theme 7 on bullying.
- NSPCC Guidance:
Staff training

Schools and youth settings should consider how best to train all staff on promoting an anti-bullying culture. Key questions to help with the training might be:

Have you ever been bullied?
- How did you feel when you were bullied?
- What helped to resolve the bullying?
- What other support would have helped you?

Preventative education
- Are you involved with any preventative work with young people on bullying?
- What preventative work does your setting do to promote an anti-bullying culture?

Strategies
- What signs do you look for in a young person who is being bullied?
- What strategies and procedures does your setting use to deal with incidents of bullying?
- What do you do if you find a young person who is being bullied?
- What do you do if you find a young person who is bullying another pupil?
- What strategies have you seen that are effective in dealing with cases of bullying?

Your views
- How important do you feel anti-bullying work is?
- What effects do you think bullying has on the victim’s learning and emotional health?
- How prepared are you to be involved in taking a lead in developing an anti-bullying culture?

Resources to support training
- The National Primary Strategy: social and emotional aspects of learning; theme 7 on bullying
Anti-bullying Strategy
2008-2012

Appendices and useful links
<table>
<thead>
<tr>
<th>Setting</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample anti-bullying policy for schools and youth settings including recording forms</td>
<td>3</td>
</tr>
<tr>
<td>DCSF Anti-bullying Charter</td>
<td>6</td>
</tr>
<tr>
<td>Incident reporting form template – adult</td>
<td>7</td>
</tr>
<tr>
<td>Incident reporting form template – young person</td>
<td>8</td>
</tr>
<tr>
<td>Anti-bullying Strategic Development Plan – template</td>
<td>10</td>
</tr>
<tr>
<td>Useful links and resources</td>
<td>11</td>
</tr>
</tbody>
</table>
Setting

Name of setting:

__________________________________________

ANTI-BULLYING
POLICY

Date reviewed: _________________________________

Next review: _________________________________
Anti-bullying policy for schools and youth settings

Statement of intent

We are committed to providing a caring, friendly and safe environment for all of our young people so they can be in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at [insert school name]. If bullying does occur, all young people should be able to tell and know that incidents will be dealt with promptly and effectively. We are a telling place. This means that anyone who knows that bullying is happening is expected to tell the staff.

Responsibility

It is the responsibility of the headteacher and the governing body to ensure that the policy is implemented and reviewed.

Objectives of this policy

■ All governors, staff, young people, parents and carers should have an understanding of what bullying is.
■ All governors and staff should know what the policy is on bullying, and follow it when bullying is reported.
■ All young people and parents should know what the policy is on bullying, and what they should do if bullying arises.
■ At [insert school name] we take bullying seriously. Young people and parents should be assured that they will be supported when bullying is reported.
■ Bullying will not be tolerated.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

■ Emotional being unfriendly, excluding, tormenting (such as hiding books or threatening gestures)
■ Physical pushing, kicking, hitting, punching or any use of violence
■ Racist racial taunts, graffiti, gestures
■ Sexual unwanted physical contact or sexually abusive comments
■ Homophobic because of, or focusing on the issue of sexuality
■ Verbal name-calling, sarcasm, spreading rumours, teasing
■ Cyber All areas of internet, such as email and internet chat room misuse Mobile threats by text messaging and calls Misuse of associated technology such as camera and video facilities
Where bullying can occur

In school

This includes inside school buildings, in the school grounds, on school visits and anywhere where a teacher is present and responsible.

Out-of-school

This is anywhere other than in school or school grounds, and when there are no teachers or school staff responsible, for example, in the park, in the street, on a bus, at home, at a friend's house.

(Anti-Bullying Alliance, Bullying Audit Toolkit June 2007)

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Young people who are bullying need to learn different ways of behaving.

____________________ has a responsibility to respond promptly and effectively to issues of bullying.

Signs and symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

■ is frightened of walking to or from school or youth setting
■ doesn't want to go on the school or public bus
■ begs to be driven to school or the youth setting
■ changes their usual routine
■ is unwilling to go to school (school phobic)
■ begins to truant
■ becomes withdrawn anxious, or lacking in confidence
■ starts stammering
■ attempts or threatens suicide or runs away
■ cries themselves to sleep at night or has nightmares
■ feels ill in the morning
■ begins to do poorly in school work
■ comes home with clothes torn or books damaged
■ has possessions which are damaged or 'go missing'
■ asks for money or starts stealing money (to pay bully)
■ has dinner or other monies continually 'lost'
■ has unexplained cuts or bruises
■ comes home very hungry (money or lunch has been stolen)
■ becomes aggressive, disruptive or unreasonable
■ is bullying other children or siblings
stops eating
is frightened to say what’s wrong
gives improbable excuses for any of the above
is afraid to use the internet or mobile phone
is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures

1. Report bullying incidents to staff
2. In cases of serious bullying, the incidents will be recorded by staff
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other actions may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

Prevention

We will use a range of methods for helping children to prevent bullying. As and when appropriate, these may include:

- writing a set of rules for publication in the setting
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class, assembly or youth centre activity
- making up role-plays
- having discussions about bullying and why it matters

The staff are committed to making ___________________________ a safe place for young people and we have signed up to the Department of Children Schools and Families Anti Bullying Charter – a copy of which is overleaf.
Bullying – A Charter for Action

Name of School

Name of Local Authority

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community

✓ Discusses, monitors and reviews our anti-bullying policy on a regular basis. Good practice suggests the policy should be reviewed on average every two years.

✓ Supports staff to promote positive relationships and identify and tackle bullying appropriately.

✓ Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

✓ Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying policy.

✓ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the LA and relevant organisations when appropriate.

_________________________________________ Chair of Governors

_________________________________________ Headteacher

_________________________________________ Representative of pupils

_________________________________________ Date

- NASUWT
- ATL
- NUT
- anti-bullying alliance
- ASCL
- NAKT

department for children, schools and families

ADCS

ECCG

PAT

UNISON

PGR

women
Bullying incident reporting pro-forma – Adult

Name of adult investigating the incident

Name of adult or young person reporting the incident

Date of incident

Where and when did it take place?

Name(s) of young person being bullied

Name(s) of alleged bully or bullies

Summary of incident

What action has been taken and have parents or carers been involved?

State any sanctions or actions involving bully or bullies

State any support that has been offered to the victim or to the bully or bullies

Has the incident been resolved to the satisfaction of the victim of the bullying incident?
Yes / No / Still being investigated  (please comment below, if appropriate)
Incident reporting pro-forma – Child or young person

Name

Date of incident

Where did it take place?

When did it happen?

Please describe the incident in as much detail as you can. Include when, where it happened and which other children and young people were involved. If you were a witness, please also describe very carefully what you saw.
Please only answer the questions relevant to you.

Is this the first time you have been bullied by the person involved?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

OR

Have you ever been accused of bullying this person or these people before?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

OR

Is the first time you have witnessed this person or these people being bullied?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What should be done to repair the harm caused by this incident?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signature of child or young person:  Date:
## Anti-bullying strategic development plan

### Anti-bullying action plan

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Action(s)</th>
<th>By when</th>
<th>Person responsible</th>
<th>Hours/days required</th>
<th>Internal/external support required</th>
<th>Financial cost</th>
<th>Monitoring arrangements</th>
<th>Evaluation</th>
<th>Financial cost</th>
</tr>
</thead>
</table>
Useful links and resources

The range of resources and guidance on the issue of anti-bullying is vast and daunting. The Richmond upon Thames web portal has all the major sources of support available and we have tried to ensure that only those resources of real value to our young people and the professionals who work with them are listed. Follow this link

www.antibullying.richmond.lgfl.net
### Useful links, resources and information

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact details/link</th>
<th>Brief description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anti-bullying Alliance</td>
<td><a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a> Email: <a href="mailto:aba@ncb.org.uk">aba@ncb.org.uk</a></td>
<td>An organisation founded by the National Children’s Bureau and the National Society for the Prevention of Cruelty to Children which brings together over 50 organisations working to reduce the impact of bullying. Regional advisors are available to help develop policy and practice.</td>
</tr>
<tr>
<td>DCSF Guidance on anti-bullying</td>
<td><a href="http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/">www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/</a></td>
<td>The main DCSF education site hosts a range of support from the official ‘Safe to Learn’ guidance to advice for parents and carers.</td>
</tr>
<tr>
<td>National Healthy School Programme</td>
<td><a href="http://www.healthyschools.gov.uk">www.healthyschools.gov.uk</a></td>
<td>Part of the government’s drive to reduce health inequalities, promote social inclusion and raise educational standards. Local programme advisors are available to support work in schools.</td>
</tr>
<tr>
<td>11 Million (the Office of the Children's Commissioner)</td>
<td><a href="http://www.11million.org.uk">www.11million.org.uk</a> 0844 800 9113</td>
<td>Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account.</td>
</tr>
<tr>
<td>Act Against Bullying</td>
<td><a href="http://www.actagainstbullying.com/">www.actagainstbullying.com/</a> Phone 0845 230 2560</td>
<td>A national charity which highlights new forms of bullying, particularly bullying through social exclusion.</td>
</tr>
<tr>
<td>Actionwork</td>
<td><a href="http://www.actionwork.com/">www.actionwork.com/</a> Phone 01934 815163</td>
<td>A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.</td>
</tr>
<tr>
<td>Name</td>
<td>Contact details/link</td>
<td>Brief description</td>
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<tr>
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</tr>
<tr>
<td>Advisory Centre for Education</td>
<td><a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a></td>
<td>Advice line for parents/carers on all procedural matters concerning schools.</td>
</tr>
<tr>
<td></td>
<td>Phone 0808 800 5793</td>
<td></td>
</tr>
<tr>
<td>Beatbullying</td>
<td><a href="http://www.beatbullying.org">www.beatbullying.org</a></td>
<td>Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.</td>
</tr>
<tr>
<td></td>
<td>Phone 0845 338 5060</td>
<td></td>
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<tr>
<td>Bully Free Zone</td>
<td><a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a></td>
<td>Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.</td>
</tr>
<tr>
<td></td>
<td>Phone 01204 454958</td>
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<tr>
<td>Bullying Online</td>
<td><a href="http://www.bullying.co.uk">www.bullying.co.uk</a></td>
<td>Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.</td>
</tr>
<tr>
<td></td>
<td>Phone 0800 1111</td>
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<tr>
<td>Childnet International</td>
<td><a href="http://www.childnet-int.org.uk">http://www.childnet-int.org.uk</a></td>
<td>Childnet International is a non-profit organisation working with others to help make the internet a great and safe place for children.</td>
</tr>
<tr>
<td>Commission for Racial Equality</td>
<td><a href="http://www.cre.gov.uk">www.cre.gov.uk</a></td>
<td>A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality.</td>
</tr>
<tr>
<td></td>
<td>Phone 020 7939 0000</td>
<td></td>
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<tr>
<td>Diana Princess of Wales Memorial Award for Young People</td>
<td><a href="http://www.diana-award.org.uk">www.diana-award.org.uk</a></td>
<td>The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.</td>
</tr>
<tr>
<td></td>
<td>Phone 0845 337 2987</td>
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<tr>
<td>Name</td>
<td>Contact details/link</td>
<td>Brief description</td>
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<tr>
<td>Educational Action Challenging Homophobia (EACH)</td>
<td><a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a> Phone 0808 100 0143</td>
<td>Established to challenge homophobia in education.</td>
</tr>
<tr>
<td>Education for All</td>
<td><a href="http://www.stonewall.org.uk/education_for_all">www.stonewall.org.uk/education_for_all</a> Phone 020 7593 1851</td>
<td>Joint campaign by Stonewall, Families and Friends of Lesbians Gay Bisexual (FFLAG) and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.</td>
</tr>
<tr>
<td>Kidscape</td>
<td><a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a> Phone 020 7730 3300</td>
<td>Provides training for professionals; courses for bullied children; a helpline for parents of bullied children; and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.</td>
</tr>
<tr>
<td>Mentoring and Befriending Foundation (MBF)</td>
<td><a href="http://www.mandbf.org.uk">www.mandbf.org.uk</a> Phone: 0161 787 8600</td>
<td>The MBF supports mentoring programmes in schools and youth settings and provide regional support, training and a national accreditation scheme.</td>
</tr>
<tr>
<td>Mencap</td>
<td><a href="http://www.mencap.org.uk">www.mencap.org.uk</a> Phone 020 7454 0454</td>
<td>Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.</td>
</tr>
<tr>
<td>Miss Dorothy.com</td>
<td><a href="http://www.missdorothy.com">www.missdorothy.com</a> Phone 0870 759 3388</td>
<td>Provides a programme which offers an approach to learning about personal behaviour and safety for 4-11 year olds.</td>
</tr>
<tr>
<td>Name</td>
<td>Contact details/link</td>
<td>Brief description</td>
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<tr>
<td>National Autistic Society</td>
<td><a href="http://www.autism.org.uk">www.autism.org.uk</a> Phone 0845 070 4004</td>
<td>Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs.</td>
</tr>
<tr>
<td>National Children’s Bureau</td>
<td><a href="http://www.ncb.org.uk">www.ncb.org.uk</a> Phone 020 7843 6000</td>
<td>Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, provides information on policy, research and best practice.</td>
</tr>
<tr>
<td>Parentline Plus</td>
<td><a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a> Phone 0808 800 2222</td>
<td>Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.</td>
</tr>
<tr>
<td>School’s Out!</td>
<td><a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a> Phone 01273 298299</td>
<td>Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education and to raise the profile of LGBT people and issues.</td>
</tr>
<tr>
<td>Teachers TV</td>
<td><a href="http://www.teachers.tv/bullying">www.teachers.tv/bullying</a></td>
<td>Section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.</td>
</tr>
<tr>
<td>Name</td>
<td>Contact details/link</td>
<td>Brief description</td>
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<tr>
<td>UK Observatory for the Promotion of Non-Violence</td>
<td><a href="http://www.ukobservatory.com">www.ukobservatory.com</a> Phone 01483 684552</td>
<td>A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.</td>
</tr>
<tr>
<td>Victim Support</td>
<td><a href="http://www.victimsupport.org.uk">www.victimsupport.org.uk</a> Phone 0845 303 0900</td>
<td>Staff and volunteers offer free and confidential information and support for victims of crime. Operates via a network of affiliated local charities, the Witness Service and the Victim Support line. Currently developing specialist and outreach services for children and young people affected by crime and bullying.</td>
</tr>
<tr>
<td>Young Voice</td>
<td><a href="http://www.young-voice.org">www.young-voice.org</a></td>
<td>Undertakes research with children and young people. Works in partnership with them on a wide range of issues including bullying. Offers research, evaluations, training and consultancy.</td>
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</tbody>
</table>