

**BLESSED EDWARD OLDCORNE
CATHOLIC COLLEGE**

CYBERBULLYING POLICY

Drafted: September 2012

FGB: September 2012

.....
Chair of Governors

Mission Statement

Blessed Edward Oldcorne Catholic College is a community that aims to live by Gospel Values of Love, Truthfulness, Justice, Compassion and Mercy.

We are a Catholic learning community committed to the on-going development of the entire potential of every person, achieved through a broad, balanced and relevant curriculum.

We care for each other as individuals of equal worth, regardless of status, sex, race or religion and thus actively seek to promote safeguarding, justice and fairness.

We provide an atmosphere in which all can grow in our Faith, and encourage this faith by a lively relevant liturgy.

We work with parents, parishes, local communities and industry to prepare our students for the opportunities in life beyond college.

Introduction

The school recognises that technology plays an important and positive role in students' 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.

Aims

The aims of this policy are to ensure that:

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

What is cyberbullying?

- Cyberbullying is the use of ICT, commonly but not exclusively 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

- An Assistant Principal is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness.
- Staff receive training in identifying cyberbullying and understanding their responsibilities.
- All staff will be helped to keep up to date with the technologies that children are using.
- The students will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience through the College Council.
- Students will be educated about cyberbullying through a variety of means: Assemblies, conferences, ICT Care, Support and Guidance.
- Students accept a Code of Conduct for ICT use in the college.
- Parents are provided with information and advice on cyberbullying via printed literature and the College website.
- Parents will be asked to sign an Acceptable Use Policy before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children.

Policies and practices

- Ensure regular review and update of existing policies to include cyberbullying where appropriate.
- Provide opportunities for policies to be addressed and for students to be involved in the process of updating and improving them.
- Keep good records of all cyberbullying incidents.
- Keep policies under review as technologies develop.
- 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 students in safe and responsible use.
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships.
- Ensure all staff and students 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 cyberbullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgment.
- Publicise to all members of the school community the ways in which cyberbullying 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

Most cases of cyberbullying will be dealt with through the college's existing Antibullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- Impact: the scale and scope of cyberbullying 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 cyberbullying
- Anonymity: the person being bullied will not always know who is bullying them.
- Motivation: some students 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 and other adults 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 their parent, a member of staff or Police.
- 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 and it happens in college ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the hostprovider and make a report to get the content taken down.
- Confiscate mobile phone, ask student 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.

Investigation

- Staff and students 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), the local police or the Safeguarding Children Service, Worcestershire.
- Identify the bully.
- 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 behavior.
- To demonstrate to the college community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly.
- Sanctions for any breaches of policies or internet/mobile phone agreements will be applied.
- 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 College Council to hear the children's point of view
- Identify areas for improvement and incorporate students' ideas
- Conduct an annual evaluation including a review of recorded cyberbullying incidents, a survey of student and staff experiences and a parent satisfaction survey.
- Publicise evaluation findings; celebrate what works and what improvements are planned.

Legal duties and powers

- The school has a duty to protect all its members and provide a safe, healthy environment.
- The Principal has the power 'to such extent as is reasonable' to regulate the conduct of students when they are off-site or not under the control or charge of a member of staff. (Education and Inspections Act 2006).
- College staff may request a student to reveal a message or other phone content and may confiscate a phone; they may not search the contents of the phone unless the school's discipline policy expressly states that right.
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997

This policy will be reviewed annually.



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. 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 cyberbullying 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 cyberbullying, 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:

- 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 individual's 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 students. 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 cyberbullying, which forms the remit of CEOP.

Information about cyberbullying and civil and criminal laws

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying 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 cyberbullying – 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.anti-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 Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for students, 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 pediatric 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 cyberbullying.

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 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 students 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 students 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 and Skills

DTES: Do not suffer in Silence – A pack that has been issued to all schools. It has very useful definitions and training suggestions for a whole school approach to prevent bullying. It has postcards for students 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 student 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 or contact tel: 01452 741106

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 students 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 students 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 Student Referral Units (PRUs). Available at:

www.wiredforhealth.gov.uk/PDFstand_up_for_us_04.pdf

Tackling Cyberbullying

The government has published new guideline on dealing with cyberbullying.

The guidelines would help every school tackle bullying in cyberspace with the same vigilance as in the playground but that parents and young people should also understand how to use technologies safely, work with their school to deal with any incidents. The guidelines are available at: www.defs.gov.uk/bullying/

The full report of the research into cyberbullying, carried out by Peter Smith and colleagues at the Unit for School and Family Studies at Goldsmith's colleague, can be downloaded at:

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

A summary is available at:

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

Primary

"A Volcano in my Tummy" written by Eliane Whitehouse and Warwick Pudney. The book begins with a little insight into anger itself as well as the "rules" of anger. Anger is okay. It's okay to feel anger, to talk about anger, to express anger in an appropriate way. It's not okay to hurt yourself and other people, animals or things when you are angry. This is an excellent practical resource with imaginative ideas for lessons to help children to manage and deal with the emotion of anger.

www.amazon.co.uk

Secondary

Adolescent Volcanoes

This is another marvelous 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
- Cyberbullying
- Homophobic Bullying
- Bullying of Children with Special Needs and Disabilities.

Primary and Secondary National Strategies

Social and Emotional Aspects of Learning (SEAL)

Primary Materials 'Say No to Bullying'

An archive of PDFs providing guidance on the theme 'Say no to bullying', forming part of SEAL Excellence and Enjoyment. Includes guidance on staffroom and family activities, the Foundation Stage and Years 1 to 6.

Nationalstrategies.standards.dcsf.gov.uk/node/89185?uc=force_uj

Secondary National Strategy

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 students 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:
notinalstrategies.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

www.healthyschools.gov.uk

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.