

Advice to Develop Anti-Bullying Strategy and Policy



Anti Bullying Alliance - South West Region

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Purpose of this document

To provide a useful, practical document to facilitate the:

- development
- implementation
- evaluation

of an effective and safe anti-bullying policy.

The document incorporates guidance for the Local Authority and a resource that can be used by all establishments.

Important Links

The team working on the document wish it to be viewed alongside additional information and a list of useful references and resources has been prepared at the time of writing but will, inevitably be outdated as future legislation and resources appear.

The two principal links to be made are

1. Every Child matters - <http://www.everychildmatters.gov.uk>

The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to:

- *Be healthy*
- *Stay safe*
- *Enjoy and achieve*
- *Make a positive contribution*
- *Achieve economic well-being*

2. The Anti Bullying Alliance - <http://www.anti-bullyingalliance.org>

Bringing together more than 60 national organisations to reduce bullying and create safer environments in which children and young people can live, grow, play and learn

Developing the strategy/policy

The document can be used by:

- a local authority to establish authority-wide strategy, guidelines and advice
- individual establishments within the authority for policy development
- individuals seeking support to write a policy.

It is envisaged that the policy will be developed by a group who consult widely and negotiate the content and process.

It should acknowledge the unification of Children's Services

Consideration should be given to whether a policy for all children differs from a policy for all and how it can be made inclusive for adults and young people within and associated with the establishment, staff, parent/carers, governors etc.

Documentation should be planned in various formats to be accessible to people of different ages and suited to different literacy and language needs.

Bullying happens frequently and in every establishment. Most evidence and writing relates to young people bullying each other but bullying happens in many other ways. Adults bully each other – they bully young people and young people bully them. The policy should acknowledge and be relevant to all these forms of bullying.

Why produce this document?

The authority and the individual establishment staff should be aware of the legal position regarding a duty of care and the detail relating to on/off premise responsibilities.

The benefits of a high standard of anti-bullying practice and ethos in every establishment are:

- congruence with the 5 aims of the 'Every Child Matters' documentation
- fulfilment of the responsibility for a duty of care to young people and employees
- protection from the risk of litigation
- improved relationships and atmosphere
- better relationships with the community
- raising of morale for all
- increase in measurable achievement
- reduced absence.

Scope of this document

This document is intended to support staff in writing their own individual policies. In doing so they should be mindful of the need for such policies to be based on good research evidence. An effective document, well supported by evidence and good record keeping will offer staff the best protection against litigation if policy or practice is challenged in the future.

A suggested structure for a policy

Values and Ethos of the establishment or community

The policy should state a clear intention to take bullying seriously and manage it effectively.

It should acknowledge that some bullying is values led: sexism, racism, homophobia, ageism, disability and religious prejudice ... Bullying and random prejudicial behaviour must be assertively confronted at all times and the leadership must make clear that, whilst shared values might not be achievable, the resulting injurious language and behaviour is not tolerated under any circumstances.

Objectives

1. To reduce the frequency of bullying incidents
2. To increase the likelihood that incidents are disclosed to responsible adults
3. To intervene effectively when bullying happens.

Desired Outcomes

1. An increase in positive, pro-social behaviour and attitudes
2. Improved attendance
3. Fulfillment of the five aims of the 'Every Child matters' document.

Named person(s)

Does the policy name:

1. a co-ordinator?
2. members of a working party?

Definition

A definition of bullying should include that it is:

1. behaviour that causes emotional or physical harm to a target or group
2. repeated over time
3. can include attitudes of prejudice
4. enacts an imbalance of power between those involved.

New methods of communicating bullying are constantly establishing, especially amongst young people who use the new technologies to email, text, phone-video etc.

The definition offered on the Anti Bullying Alliance website is:

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes:

Name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing, gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however from the accounts we have heard from children and young people we consider bullying to be:

- *Repetitive, wilful or persistent*
- *Intentionally harmful, carried out by an individual or a group*
- *An imbalance of power leaving the victim feeling defenceless.*

Consultation and distribution arrangements

Is there a clear plan to make policy available every year?

Who will be:

1. Consulted?
2. Informed?
3. Will there be different versions adapted for age, literacy levels and languages including Braille?
4. When will it be reviewed?

Setting the policy into context

Does the anti-bullying policy cover some topics linked to other documents and are the policies up to date?

- child protection
- human rights
- equal opportunities,
- behaviour and attendance
- health and wellbeing.

It is likely that there will be a multitude of current policy papers on these subjects from many government and other authorities e.g. Dignity at Work Bill, Employment Regulations, DfES papers, ACAS Guidelines ... It is advisable to consult and reference those relevant to the circumstances and the setting.

Assessing the extent of the problem and the seriousness of the incidents

- Is there a plan to measure/monitor bullying?
- How will this be done?
- What is the purpose of the measurement/monitoring?

There is a potential danger in measuring the problem unless there is a will to act effectively. Unless people have confidence in the system they are not likely to report incidents or seek help.

- Is the anti-bullying statement or charter clearly displayed?
- Are helpline numbers and sources of support clearly identified?
- Does the policy include a method of responding to distress reported or observed?
- How does the organization encourage and make safe reporting, disclosing and requests for help?
- Should certain incidents be reported to the police? What are the agreed criteria that require Police involvement? What consideration has been given to the benefits of decriminalising the behaviour?
- Is it clear that police involvement does not absolve the organisation from taking responsibility and carrying out action.
- What recording methods are used?

Effective Action

The policy should include strategic interventions to:

1. reduce the frequency of bullying
2. ensure effective responses to reported or observed incidents.

Prevention - Reducing the Frequency of Bullying

Every organisation should actively promote pro-social relationships and discourage bullying behaviours. The policy should describe a range of planned initiatives to promote, for all members of the establishment of:

- Emotional safety
- Physical safety
- Dignity and respect
- Social inclusion
- Enjoyment
- Achievement

- Positive involvement of all
- Good management of the physical environment
- Staff and peer support structures
- Clear and safe ways to report incidents.

Reaction – Responding effectively to reported incidents

As a separate section of the policy the responses to bullying incidents should be clearly described so that everyone understands what action will be taken.

The policy should include:

1. short descriptions of the methods
2. sources of information
3. research evidence that supports methods.

The intended outcomes should be to:

1. keep any potential target safe from bullying
2. change the behaviour of potential bullies to promote pro-social relationships.

Possible responses likely to achieve these intended outcomes include:

1. mediation
2. peer support methods
3. advocacy
4. restorative justice.

Does the policy ensure that:

- staff holding positions of responsibility are identified to undertake this role
- have sufficient support/training for this task?

The policy should make clear:

- How incidents will be recorded (by whom, when, where?)
- How the success of intervention will be evaluated.
- What are the limits of responsibility and duty of care with regard to off-site behaviour?

Where does the Policy Operate?

Where good relationships are promoted then these will be in place at all times. If both bullies and targets are reachable, e.g. in school, employed then it is in the interest of the establishment or community to extend the good influence beyond the site gates.

Writing a policy is a difficult task involving research, consultation and planning. Implementing the policy to the highest possible standards is even harder. Most difficult of all is to maintain and regularly review and update the policy.

The benefits are significant. Anti-bullying week in November each year provides an excellent reminder and the policy could record, year by year, what was planned for that week.

Start Now!

Appendix A

Other agencies that could be helpful

Anti Bullying Alliance	www.anti-bullyingalliance.org
Kidscape Bullying Counsellor available	0207 7303300
Childline Confidential freephone line for children in trouble or danger	0800 1111
Children's Legal Centre Advice on children's rights	0207 359 6251
Educational Action Challenging Homophobia	Freephone 0808 1000 143 www.eachaction.org.uk EACH provides support to individuals affected by homophobia and training to organisations committed to realising an equal and safe environment for all regardless of sexuality, age, ethnicity or ability.
Samaritans	Great Britain 08457 90 90 90, Republic of Ireland 1850 60 90 90 Linkline 0345 909090 200 local branches www.samaritans.org.uk
Victim Support Scheme	0117 963 1114
NSPCC	0800 800500
Child Protection Helpline	0800 800500
Anti-Bullying Campaign	0207 378 1446
Mediation organisations	www.mediationuk.org.uk
Parentline Plus	0808 800 2222 www.parentlineplus.org.uk

References and Resources

Further Reading

Alexander L. M., Currie C (2004)

HBSC Briefing Paper 9: Social Context of Bullying Behaviours.

CAHRU, University of Edinburgh, Edinburgh

Anti-Bullying Network (2003)

Reasonable Expectations: What are the Obligations of Local Authorities and Schools in Relation to Bullying?

A Discussion Paper based on the proceedings of an Anti-Bullying Network Seminar, Anti-Bullying Network, University of Edinburgh, Edinburgh.

BBC Education

Bullying: A Survival Guide.

PO Box 7, London W12 8UD. A booklet dealing with all aspects of bullying

Besag, V. (1989)

Bullies and victims in schools.

Open University Press,

A thorough account of the problem of bullying, summarising research into the subject and describing practical strategies for schools.

Cooper P; Smith C and Upton G (1994)

Emotional and Behavioural Difficulties

Routledge Press, London.

Cowie H and Naylor P (2000)

Peer Support Changes Bullying In Schools.

Roehampton: University of Surrey

Cowie, H. and Sharp, S. (1992)

Pupils themselves tackle the problem of bullying.

Pastoral care in Education, 10, 31-37,

Currie, C. et al (2001)

Health Behaviour in School Aged Children: a WHO Cross-National Study

Research Protocol for the 2001/2002 Survey.

CAHRU, University of Edinburgh, Edinburgh.

Douglas, N., Warwick, I., Kemps, S. and Whitty, G. (1997)

Playing it safe: Responses of secondary school teachers to lesbian, gay and bisexual pupils, bully, HIV and AIDS, and Section 28.

London: Health and Education Research Unit, Institute of Education,

Elliott, H. and Faupel, A. (1997)

Children's Solutions to Bullying Incidents: An Interpersonal Problem-Solving Approach.

Educational Psychology in Practice, 13 ND1 April 1997

Elliott, M. (Editor) (1997)

Bullying: a practical guide for coping in schools.

Harlow: Longman, second edition

Kelly, E. & Cohn, T. (1988)

Racism in schools – new research evidence.

Stoke on Trent: Trentham Books

McLeod, M. & Morris, S. (1996)

Why Me? Children talking to Childline about bullying.

Childline, Royal Mail Building, Studd Street, London N1 0QW,

Olweus D (1993)

Bullying at school: What we know and what we can do.

Oxford: Blackwell

An account of the research and intervention techniques used with success in the first Norwegian anti-bullying campaign.

- Rigby, K. (1997)
Bullying in schools and what to do about it.
London: Jessica Kingsley,
A clear single-authored overview of the topic.
- Robson, K. (2003)
Peer alienation: predictors in childhood and outcomes in adulthood.
Institute for Social and Economic Research (ISER), ISER Working Paper Number 2003-21.
- Sharp, S. (1996)
The Role of Peers in Tackling Bullying in Schools.
Educational Psychology in Practice 11 (4) 1996, 17-22
- Smith, P. K. and Sharp, S. (editors) (1994)
School bullying: Insights and perspectives.
London: Routledge,
An account of the intervention project in Sheffield on which the 1994 version of this Pack was based.
- Smith, P. K., Morita, Y., Junger-Tas, J., Olweus, D., Catalano, R. and Slee, P. (editors) (1999)
The nature of school bullying: A cross-national perspective.
London: Routledge
- Tattum, D. and Tattum, E. (2000)
Bullying: The early years.
Cardiff: Countering Bullying Unit,
Gives advice for parents, teachers and carers on bullying in young children.
- Tattum, D.P. (editor) (1993)
Understanding and managing bullying.
London: Heinemann,
A collection of contributions from the UK and overseas.
- Tattum, D. P. and Herbert, G. (1993)
Countering bullying. Initiatives by schools and local authorities.
Trentham Books, Stoke on Trent
Examples of intervention strategies that schools can employ and case studies of their use.
- Todd, J. et al (2004)
HBSC Briefing Paper 8: bullying and fighting among school children in Scotland: age and gender patterns, trends and cross-national comparisons.
CAHRU, University of Edinburgh, Edinburgh.
- Todd, J. et al (2004)
HBSC Briefing Paper 8: bullying and fighting among school children in Scotland: age and gender patterns, trends and cross-national comparisons
- Tritt, C. and Duncan, R. E. (1997)
The relationship between childhood bullying and young adult self-esteem and loneliness.
Journal of Humanistic Education and Development 36(1): 35-45.
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The relationship between childhood bullying and young adult self-esteem and loneliness
Journal of Humanistic Education and Development 36(1):35-45.
- Young, S. (1998)
The Support Group Approach to Bullying in Schools
Educational Psychology in Practice 14 No 1 April 1998

Whole-school policy development

- Besag, V. (revised 2002)
We don't have bullies here!
V Besag, 57 Manor House Road, Jesmond, Newcastle upon Tyne NE2 2LY, 1992.
- Islington Safer Cities Project (1992)
We can stop it!
Islington Safer Cities Project, Islington Education Service, Laycock Street, Islington, London N1.

- Maines, B. and Robinson, G. (2000)
Safe to Tell - Producing an effective anti-bullying policy in schools
Lucky Duck Publishing, Bristol.
- Sharp, S. and Smith, P. K. (1994)
Tackling bullying in your school: A practical handbook for teachers.
London: Routledge,. Chapter Three.
- Sullivan, K. and Cleary, M. (2003)
Bullying in Secondary Schools
London: Paul Chapman.
A practical guide to dealing with bullying in secondary schools.
- Thompson, D. and Sharp, S. (1994)
Improving schools: Establishing and integrating whole school behaviour policies.
London: David Fulton,.
Describes a process of policy development which schools can apply to bullying as well as other social issues, such as general discipline or equal opportunities.

Practical Resources - Books, packs and videos for use in the classroom.

- Co-operation in the classroom: A project pack for teachers.
Global Co-operation for a Better World, 98 Tennyson Road, London NW6 7SB
Handbook for facilitating co-operative work in classrooms.
- Beaudoin, M. N., & Taylor, M. J. (2004)
Breaking the Culture of Bullying and Disrespect Grades K-8.
Corwin Press
A practical resource for the primary school.
- Biddlestone, M. (2004)
Citizens Against Bullying
Bristol: Lucky Duck Publishing
A six lesson Citizenship Programme for 8 to 11 year olds.
- Bliss, T. and Tetley, J. (1993)
Circle Time.
Bristol: Lucky Duck Publishing,.
Guide to circle time approach.
- Bliss, T., Robinson, G. and Maines, B. (1995)
Developing Circle Time
Bristol: Lucky Duck Publishing,.
- Collins, M. (2004)
But is it Bullying?
London: Paul Chapman
CD-Rom and Book, Lesson plans and posters with interventions for children aged 5 – 12.
- Cowie, H. and Sharp, S. (editors) (1996)
Peer counselling in schools: A time to listen.
London: David Fulton
Collection including chapter on the Circle of Friends approach.
- Cowie, H. and Wallace, P. (2000)
Peer support in action: from bystanding to standing by.
London: Sage.
Advice on training for a wide range of peer support approaches.
- Cunningham, C.E., Cunningham, L. J. and Martorelli, V. (1997)
Coping with conflict at school: the collaborative student mediation project manual.
Hamilton, Canada: COPE Works,
Training pack for conflict resolution used with success in Canada.
- Elliott, M. and Kilpatrick, J. (1994)
How to stop bullying: A Kidscape training guide.
Kidscape

Headstart

Promoting positive behaviour: Activities for preventing bullying in primary schools.

Headstart East London, 18 Links Yard, Spelman St, London E1 5LX. Tel: 020 7247 9489.

Herbert, C. (1992)

Sexual harassment in schools.

London: David Fulton.

Useful advice on coping with issues of sexual harassment.

Highfield Junior School (1997)

Changing our school: Promoting positive behaviour.

Highfield Junior School, Plymouth, Devon PL3 6JQ and Institute of Education London WC1H 0AL.

Case study of anti-bullying work in a junior school with use of circle time and mediation.

Lee, C. (2004)

Preventing Bullying in Schools

London: Paul Chapman

Informative and practical advice for classroom teachers. Useful for INSET.

Maines, B. and Robinson, G. (1998)

All for Alex A Circle of Friends training guide using video and booklet.

Bristol: Lucky Duck Publishing

Mashedor, M. (1986)

Let's co-operate: activities and ideas for parents and teachers of young children for peaceful conflict solving.

Peace Education Project, 6 Endsleigh St., London WC1H 0DX

McConnon, S. (1990)

Assertiveness: A personal skills course for young people.

Walton-on-Thames: Thomas Nelson and Sons.

Mosley, J. (1996)

Quality Circle Time in the primary classroom.

Wisbech: Learning Development Aids.

Mosley, J. and Tew, M. (1999)

Quality Circle Time in the secondary school.

London: David Fulton

Newton, C. and Wilson, D. (1999)

Circles of friends.

Dunstable: Folens.

O'Moore, M. and Minton, S. J. (2004)

Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals

Paul Chapman Publishing

Pikas, A. (1989)

A pure concept of mobbing gives the best results for treatment.

School Psychology International, 10, 95-104.

Robinson, G. and Maines, B. (1997)

Crying for help: the No Blame Approach to bullying.

Lucky Duck Publishing, Bristol.

Robinson, G., Sleight, J. and Maines, B. (1995)

No Bullying Starts Today

Lucky Duck Publishing, Bristol.

A practical resource for KS2 and 3.

Sharp S and Cowie H (1998)

Counselling and supporting children in distress.

London: Sage, 1998.

Includes chapters on peer support and victimisation.

Smith, C. (2002)

B.E.S.T. Buddies

Bristol: Lucky Duck Publishing

A photocopiable resource that introduces a peer buddy system in Secondary Schools. Key Stage 3.

Stacey, H. (2001)
Peer Mediation
Bristol: Lucky Duck Publishing
Video and handbook to introduce peer mediation.

Stacey, H. and Robinson, P. (1997)
Let's mediate.
Bristol: Lucky Duck Publishing.
Guide to mediation approaches.

Warton, K. and Barry, S. (1999)
Schoolwatch: An evaluation.
Home Office Research, Development and Statistics Directorate.
This video gives a description of the Schoolwatch project.

Young, S. (1998)
The support group approach to bullying in schools.
Educational Psychology in Practice, 14, 32-39

Training lunchtime supervisors

Education Support Centre The lunchtime solution (1994)
Newcastle Personnel, Civic Centre, Barra Bridge, Newcastle upon Tyne, NE99 2BN, 1994.

Karklins, J. and Kirby, P. (1993)
Midday supervisors in-service programme: Open learning pack.
Inspection Service Training Service, Norfolk County Council, Norfolk Educational Press, County In-Service Centre, Witard Road, Norwich NR7 9XD, 1993.

Mosley, J.
Create happier lunchtimes.
Wiltshire Education Support and Training, County Hall, Trowbridge, BA14 8JB

Improving playground activities and the school grounds

Learning through Landscapes publications.
<http://www.ltl.org.uk>

Department of Education and Science (1990)
Building Bulletin 71, The outdoor classroom: educational use, landscape design and management of school grounds, HMSO
Numerous practical suggestions for schools interested in developing their environment.

Ross, C. and Ryan, A. (1990)
Can I stay in today, Miss? Improving the school playground.
Stoke on Trent: Trentham Books.
A practical guide to activities for use with pupils, parents and staff which offers ideas for primary school playground development.

Governors

Advisory Centre for Education (1990)
ACE Bulletin 34, Governors and bullying,
ACE

Families

Alexander, J. (1998)
Your child bullying: practical and easy to follow advice.
Element Books.

Besag, V. (1991)
Parents and teachers working together. In Elliott, M (editor) Bullying: a practical guide for coping in schools.
Harlow: Longman.

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101 ways to deal with bullying – a guide for parents.
Hodder and Stoughton.

Jaksec III, C. M. (2004)
The Difficult Parent.
Corwin Press
A practical approach to dealing with aggressive parents.

KIDSCAPE (1990)
Keeping safe: A practical guide to talking with children.
Kidscape, 2 Grosvenor Gardens, London SW1W 0DH, .

Lawson, S. (1994)
Helping children cope with bullying.
Sheldon Press.

Lindenfield, G. (1994)
Confident children: A parents' guide to helping children feel good.
Thorsens.

Mellor, A. (1993)
Bullying and how to fight it: a guide for families.
Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH5 5JR.

Train, A. (1995)
The bullying problem: how to deal with difficult children.
Condor Book, Souvenir Press.

Questionnaires and checklists

The Olweus questionnaire: - Professor Dan Olweus, Vognstalbakken 16, N-5096 Bergen, Norway
e-mail olweus@psych.uib.no.

The 'My Life in School' questionnaire - Dr CMJ Arora, Division of Education, University of Sheffield, S10 2TN:
e-mail c.m.j.arora@sheffield.ac.uk.

The booklet 'Bullying Behaviour in Schools', by Sonia Sharp, is in the series Psychology in Education Portfolio, edited by N Frederickson and RJ Cameron, NFER-Nelson (Tel: 01753-858961). It includes the Life in Schools questionnaire, and a pictorial one for infant school pupils (by Smith and Levan). Others are for examining participant roles (by Salmivalli), for investigating attitudes towards bullying (Pro-Victim Scale by Rigby and Slee), and for finding out how pupils define bullying and related terms using stick drawings (by Smith and colleagues).

National Strategy In-depth audit document for bullying. DfES ref 0207/2003
http://www.standards.dfes.gov.uk/keystage3/downloads/ba_indepthaudit020703bk04.pdf

HELPFUL ORGANISATIONS

For Everybody

Anti Bullying Campaign, 185 Tower Bridge Road, London SE1 2UF. Tel: 0207 378 1446 (9.30am – 5.00pm).
Advice line for parents, children, teachers. Publishes parents' fact sheet, resource pack.

Calouste Gulbenkian Foundation (UK Branch), 98 Portland Place, London W1N 4ET. Tel: 0207 636 5313
Has initiated and supported a wide range of anti-bullying projects and publications.

Countering Bullying Unit - University of Wales Institute, Cardiff School of Education, Cyncoed Road, CF23 6XD
Tel: 029 2041 6070. Fax: 029 2041 6788

EACH - Educational Action Challenging Homophobia see entry on page 11
Resource centre for the study of bullying and publishes booklets, packs and videos

Kidscape 2 Grosvenor Gardens, London SW1W 0DH
Tel: 0207 730 3300 Fax: 0207 730 7081
A wide range of publications for young people, parents and teachers.
Bullying counsellor available Monday to Friday 10 – 4.

For Families

Advisory Centre for Education 1C Aberdeen Studios, 22 Highbury Grove, London N5 2DQ.
Tel: 0207 704 9822. Tel helpline: 0207 354 8321 (Mon – Fri 2-5pm).
Advice line for parents on all procedural matters concerning schools.

Childline

Royal Mail Building, Studd Street, London N1 0QW
Tel: 0207 239 1000 Fax: 0207 239 1001

Beside the free national helpline for children, has a leaflet for parents: Bullying – What can parents do? And a leaflet for children: Bullying and how to beat it.

Children's Legal Centre

Tel: 01206 873 820 (Mon – Fri 10am – 12.30pm and 2pm – 4.30pm)
Publications and free advice line on legal issues.

Circles Network Parnwell House, 160 Pennywell Road, Upper Easton, Bristol BS5 0TX.

Tel: 0117 939 3917

Supports Circles of Friends activities.

Papyrus Parents Association for the Prevention of Young Suicide

Rosendale General Hospital, Union Road, Rawtenstall, Lancashire BB4 6NE

Parentline Plus 520 Highgate Studios, 53 – 79 Highgate Road, Kentish Town, London NW5 1TL.

Tel: 0808 800 2222.

National helpline for parents (Mon – Fri 9-9, Sat 9.30-5, Sun 10-3).

For children

Childline Freephone 0800 1111.

Freepost 1111, London N1 0BR

Free, confidential helpline.

For teachers

Kingston Friends Mediation

Quaker Meeting House, 78 Eden Street, Kingston upon Thames, Surrey KT1 1DJ.

Tel: 0208 547 1197.

Organises courses in mediation and peer support.

LEAP Confronting Conflict, 8 Lennox Road, Finsbury Park, London N4 3NW.

Tel: 0207 272 5630.

Advices on training in group work methods.

Learning Through Landscapes Third Floor, Southside Offices, The Law Courts, Winchester, Hants SO23 9DL

Tel: 01962 846258 Fax: 01962 869099 E-mail: charity@TCP.co.uk

Advice on all aspects of improving school grounds.

Mediation UK 82a Gloucester Road, Bishopston, Bristol BS7 8BN

Tel: 01117 9004 6661

Advice and support for mediation approaches.

National Association for Pastoral Care in Education

NAPCE Base, c/o Education Department, University of Warwick, Coventry CV4 7AL

Tel: 02476 523 810

Fax: 02476 573 031

E-mail: NAPCE@warwick.ac.uk

Holds database of materials and trainers, available for teachers.

Peer Support Forum Mental Health Foundation, 20/21 Cornwall Terrace, London NW1 4OL.

Tel: 0207 535 7450.

Holds a database of materials and trainers, and a directory of schools with peer support services.

The Peer Support Forum website – www.peersupport.co.uk - gives a list of such training programmes and hosts Peer Support Networker.

Health Development Agency
PO Box 90, Wetherby, Yorkshire, LS23 7EX
Tel: 0870 121 4194

“Stand Up For Us - Challenging Homophobia in Schools” (2004) - guidance to help schools develop their awareness of homophobia and homophobic bullying and challenge it in the context of a whole-school approach.

CD-ROMs about bullying

Coping with bullying Version 1 – Primary
Version 2 – Secondary
Produced by the Rotary Club with Val Besag.
Sections: students, parents, teachers.
PO Box 40, Ashington NE63 8YR

Useful Websites

There are numerous useful sites, for which updated links can be found on the DfES website at www.dfes.gov.uk/bullying or www.dontsufferinsilence.com

Anti-Bullying Network www.antibullying.net

British Medical Association (2003) Adolescent Health.
British Medical Association, London, www.bma.org.uk

Parentline Plus www.parentline.org.uk
A campaigning organisation to improve support for parents also has a helpline 0808 800 2222.

Scottish Health Promoting Schools Unit:
www.healthpromotingschools.co.uk

Video and drama

Brown, T. (1993)
Broken Toy
Bristol: Lucky Duck Publishing
An emotive video and workbook with practical activities. Suitable for Y5 – Y8.

Brown, T. (2000)
Joey
Bristol: Lucky Duck Publishing
An emotive video to generate discussion. Suitable for secondary.

Carlton Television
Sticks and stones, The trouble with Tom
Videos available from Video resources Unit, Carlton Studios, Linton Lane, Nottingham NG7 2NA, 1990.
Tel: 0121 643 9898 (main number in Birmingham).

Casdagli, P. and Gobey, F. (1990)
Only playing, Miss!
Trentham Books/Professional Development Foundation.
Script and drama ideas from the Neti-Neti theatre group.
For video tel: 020 7483 4239.

Dialogue Productions
Bullying: The business
Twin videos available from Dialogue, 46 Avondale Road, Wolverhampton, West Midlands WV6 0AJ

The Heartstone Odyssey,
Longden Court, Spring Gardens, Buxton, Derbyshire SK17 6BZ.
Tel: 0298 72218



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