

Supporting wellbeing, promoting positive behaviour

Southwark's anti-bullying toolkit



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Introduction

Introduction

Every child should be able to learn and play in an environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in working with children and young people has a role in creating a culture in schools and youth settings where bullying is not tolerated.

Bullying has a negative impact on the educational experiences and wider development of so many children and young people. Providing safe and happy places to learn and play is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the community.

Schools and youth settings need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying – including prejudice driven bullying, cyberbullying and bullying involving children with special educational needs and disabilities. Whole communities, including schools, have a role to play in preventing bullying happening in the first place. A preventative approach helps to safeguard the well-being of children and young people as well as playing a part in creating a society in which we all treat each other with dignity and respect. When bullying does

occur schools and youth settings need to respond promptly and firmly. They need to apply disciplinary sanctions. They need to work with bullies so that they are held to account for their actions and accept responsibility for the harm they have caused. They need to, as well, support those being bullied.

The new 'Safe To Learn: Embedding anti-bullying work in schools' guidance sets out what the law says Children's Services Authorities and schools should do about bullying, in order to promote the well-being of young people and ensure they stay safe. It describes the steps schools and other settings need to go through to create and implement a whole-school/service anti-bullying policy. It flags up the importance of recording and reporting incidents of bullying. It also provides advice on how to address staff training and development needs, so that they can deal with bullying confidently and effectively. The guidance also covers both



how to respond to the different kinds of bullying, such as cyberbullying, homophobic bullying, racist bullying and how to tackle the bullying of children with special educational needs and disabilities. Together they form a comprehensive suite of guidance on how to tackle all forms of bullying, and to promote diversity and respect for others within our schools and the wider community.

Support from Children's Services

In Southwark, we have a dedicated PSHE and Healthy Schools team who can advise and support you in developing positive behaviour and anti-bullying policy and practice. In addition to this there is an Anti-Bullying steering group, consisting of a range of Children's Service teams and external providers, who again, can support you as you develop this piece of work.

We are keen to identify and provide specific training and development for positive behaviour and can offer support on,

- Developing policy and practice in positive behaviour
- Curriculum planning
- Whole staff ethos
- Practical guidance on peer education, mentoring and mediation
- Governor training on Emotional Health and Well Being

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Cyberbullying
- ▶ Homophobic bullying
- ▶ Bullying involving children with special educational needs and disabilities
- ▶ Bullying around racism, religion and culture
- ▶ The inclusion of Gypsy, Roma and Traveller children and young people guidance

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications, Tel: 0845 60 222 60

Contact details for the team

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Paulette.houslin@southwark.gov.uk

Sentinel: Southwark Children's Services has invested in a programme that ensures consistent and cohesive reporting on incidents of bullying. Training on this service is available, each section includes an outline on Sentinel. This is now the mandatory method of reporting incidents of racism in schools in Southwark; there is a statutory requirement on all schools to do this.

The information in this pack can also be located on the council website

<http://www.southwark.gov.uk/YourServices/educationandlearning/projects/healthyschools/>

The information will be updated regularly.

Bullying and safeguarding

Bullying and safeguarding

The "Every Child Matters" five key outcomes describe the Government's aspirations for all of our children and young people as they prepare for an independent adult life. These are also the cornerstones of personal development and pre-requisites for lives and relationships that are productive and healthy; physically, emotionally and intellectually. There are specific targets within these outcomes that require reductions in the numbers of young people who are involved in, and affected by, bullying. The Governors of schools and managers of other children's settings are obliged by law to safeguard all young people and to promote both their welfare and well-being and there is a raft of legislation and Government guidance that describes bullying within this context. This highlights in particular bullying linked to race, homophobia, disability, Special Educational Needs, gender and the cyber world.

Children who do not feel safe in school will sometimes absent themselves through truancy, imagined illness or, occasionally, deliberate misbehaviour which is designed to engineer their removal from the threatening environment that they perceive. Where bullying is cited as the presenting problem in non-attendance cases, Education Welfare Officers will always aim to bring parents and school staff together in order to assess the extent of any problem and

to broker agreed strategies between home, school and the pupil to identify and implement actions that will address the bullying.

Bullying is a safeguarding issue and schools and youth settings that ignore these concerns place young people and themselves at risk. Competent recording, reporting and analysis of incidents and effective communication with pupils are vital to the implementation of any successful anti-bullying policy. However comprehensive this guidance might be 'though, policies and sanctions on their own will not protect vulnerable children. Merely reacting to concerns does not absolve adults from our responsibility to promote environments, communities, schools and youth settings where all children and young people will feel welcomed, respected and listened to; irrespective of their background, status or abilities.



If you would like to know more about safeguarding procedures contact:

- **Your designated safeguarding / child protection person or lead**
- **The Education Welfare & Attendance Service duty service – 0207 525 2714**
csewasdutydesk@southwark.gov.uk
- **The Southwark Safeguarding Children Board –**
www.southwark.gov.uk/safeguardingchildren

John Guest
Head of Education Welfare & Safeguarding
020 7525 2696
john.guest@southwark.gov.uk

Types of bullying

Types of Bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and Traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to

SEN and disability and that it is specifically covered in anti-bullying policies. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited ruthlessly, with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.



Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

Sexist or sexual bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti

may be used. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

Cyberbullying

Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone.

It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying; those who have been bullied can go on to do the bullying themselves.

Safe to Learn guidance:

- ▶ **Embedding anti-bullying work in schools**
- ▶ **Cyberbullying**
- ▶ **Homophobic bullying**
- ▶ **Bullying involving children with special educational needs and disabilities**
- ▶ **Bullying around racism, religion and culture**
- ▶ **The inclusion of Gypsy, Roma and Traveller children and young people guidance**

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Tel: 0845 60 222 60

Types of bullying behaviours

Types of bullying behaviours

Verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude	<ul style="list-style-type: none"> • name-calling • belittling comments, jokes or verbal attacks based on appearance, disability, income, class, home situation, race, culture, religion, faith, sexuality, mobility (for example refugees and Travellers) • nasty teasing • hurting a person's feelings • sexual harassment • making personal threats 	<ul style="list-style-type: none"> • alienating a person from their friends and social groups • damaging a reputation • excluding and not including in small or larger group activities • gossiping • ostracising • spreading rumours • using sexually abusive or suggestive language to exclude a person or group 	<ul style="list-style-type: none"> • coercing people or daring them to do illegal acts • inciting others to do dangerous things • inciting hatred towards an individual or group: faith, racist, disablist, homophobic, religious or sexist • intimidating telephone calls • sexual harassment • threats about damaging a person, their family, friends or property, including inflicting physical harm • taunting: faith, racist, disablist, homophobic, religious or sexist
Non-verbal bullying that is deliberately intended to hurt, intimidate, frighten, harm, or exclude	<ul style="list-style-type: none"> • dirty looks • intimidation through gesture • sending written threats • hiding, stealing or damaging a person's books or belongings 	<ul style="list-style-type: none"> • shunning someone - not speaking with or interacting with them • setting someone up to take the blame publicly 	<ul style="list-style-type: none"> • stalking • theft
Physical bullying includes: <ul style="list-style-type: none"> • a direct physical attack on a person • an indirect attack on property or belongings 	<ul style="list-style-type: none"> • beating • biting • choking • hitting • kicking • poking • punching • pushing • shaking • shoving • slapping • throwing • tripping • urinating • spitting • groping or unwanted touching 	Gang bullying - when a child or young person is outnumbered or picked on in some of the following ways: <ul style="list-style-type: none"> • blocking the way • being forced to do unwanted things in front of others • demanding money • having belongings stolen, destroyed and/or ridiculed • being forced to participate in embarrassing initiation rites Social aspects of physical bullying include embarrassment and Public humiliation.	<ul style="list-style-type: none"> • extortion with threats • physical assault • sexual abuse, sexual violence • stealing • threatening with a weapon • "happy slapping" • using a weapon to inflict harm (assault)
Technological Bullying The majority of verbal and non-verbal behaviours can be carried out using new forms of technology - therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously.	Sending threatening or intimidating comments via: <ul style="list-style-type: none"> • email • instant messaging • text messages • internet chat rooms • internet forums • personal websites • making malicious or prank phone calls • creating web pages which aim to intimidate psychologically and/or physically threaten, or socially damage an individual or group 	<ul style="list-style-type: none"> • taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent or shared with others • setting up or contributing to online forums or websites, where users post malicious comments about a person or group 	<ul style="list-style-type: none"> • using any of these technological methods to threaten, intimidate or harass an individual or group

Anti-bullying policy development checklist

Anti-bullying policy development checklist

The DCSF 'Safe to Learn' guidance for schools contains advice and materials on policy development, prejudice-driven bullying, cyberbullying and on bullying involving children with special educational needs and disabilities.

Below are some ideas for schools and youth providers to consider when determining and evaluating their policy.

Discuss, monitor and review

- Do we hold discussions on bullying and its definition, involving staff, children and young people, governors and parents?
- Do we keep a record of the incidence of bullying, according to our agreed definition, and analyse it for patterns – people, places, groups?
- Do we ask ourselves what makes an anti-bullying school/ youth centre?
- What is our school/youth centre doing to ensure that our children and young people do not feel vulnerable and are safe to learn?
- Do we celebrate our successes and draw these to the attention of parents/carers?

Support everyone in the school/youth centre community to identify and respond

- Do we work with staff and outside agencies to identify all forms of prejudice-driven bullying (including all those listed in the 'Safe to Learn' guidance), as well as different methods of bullying, such as cyberbullying.
- Do we actively provide systematic opportunities for developing pupils/users' social and emotional skills to reduce bullying?
- Have we considered all the opportunities where the different sorts of bullying can be addressed – through the curriculum; through displays; through the School Council; through peer support; and through teaching about online safety?
- Do we create 'special safe spaces' targeted at vulnerable children and young people? Do we train lunchtime staff, learning mentors, support staff to identify bullying and follow policy and procedures on anti-bullying?



Ensure that children and young people are aware that all bullying concerns will be dealt with sensitively and effectively

- Do we regularly canvass children and young people's views on the extent and nature of bullying? Do we ensure that young people know how to express worries and anxieties about bullying?
- Do we ensure that all children and young people are aware of the range of sanctions which may be applied against those engaging in bullying?
- Do we involve children and young people in anti-bullying campaigns in schools/youth centres?
- Do we demonstrate that we are aware of the power of peer support? Have we created and publicised schemes of peer mentoring or counselling; buddying or mediation, for example?
- Do we include the phone numbers of helplines in the school/youth centre?
- Do we have an anti-bullying notice board? How else do we bring anti-bullying measures to children and young people's attention?
- What role does our School/Youth Council already play in our anti-bullying policy? How might that involvement be enhanced?
- Do we offer sufficient support to children and young people who have been bullied?

- Do we work with children and young people who have been bullying in order to address the problems they have?

Ensure that parents/carers expressing bullying concerns have them taken seriously

- Do parents know whom to contact if they are worried about bullying?
- Do parents know about our complaints procedure and how to use it effectively?
- Do we work with parents and the local community to address issues beyond the school/youth centre gates that give rise to bullying?

Learn from effective anti-bullying work elsewhere

- Have we invited colleagues from a school/centre with effective anti-bullying policies to talk to our staff?
- Have we involved local experts or the voluntary sector in any way?

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Cyberbullying
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Tel: 0845 60 222 60



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tejal.lovelock@southwarkpct.nhs.uk

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Paulette.houslin@southwark.gov.uk

Social and emotional aspects of learning (SEAL)

SEAL and anti-bullying

SEAL is the acronym for Social and Emotional Aspects of Learning. It became part of the Primary Strategy for schools in 2005, in recognition of the fact that children's social and emotional skills impact heavily on achievement.

SEAL asks schools to provide for explicit, structured skills development in this area, so that all children receive a consistent social and emotional education. The Southwark SEAL Programme, led and organised by Children's Services, works in close partnership with schools to support this work.

Anti-Bullying is a key component of SEAL. One of the seven themes offered in the DCSF Toolkit is 'Say No To Bullying', where activities and resources are suggested for schools, parents and children. Other programmes such as 'Zippy's Friends' and 'PATHS', which are in use in Southwark schools, also offer pertinent guidance on this important area of awareness and learning.

Key processes under the Social and Emotional heading are fundamental to successful work on Anti-Bullying. Children identify and articulate a range of feelings. This is an important foundation to the understanding of our motivations and triggers to 'bully', 'victim' and 'bystander' behaviours. Other important aspects of SEAL process are problem solving, identifying and making choices.

These processes need to be applied to Anti-Bullying teaching and learning if children are to digest and relate to the issues that are being explored.

An example of SEAL learning in the area of Anti-bullying is as follows:

- The theme is 'Say No To Bullying'.
- The broad [aspect of learning](#) is naming and managing feelings.
- An [assembly](#) might demonstrate the three main roles that people can adopt in bullying situations, and that bullying is an issue for adults and children.
- [Class work](#) may focus on the identification, naming and tracking of feelings that arise specifically from the three main roles.
- A [display](#) might pictorially illustrate a journey, starting at characters, their feelings and perspectives and finishing with an incident of bullying.
- Special [rewards and recognition](#) might be given by staff in the playground and dining hall for useful skills associated with anti-



bullying, such as being patient and honest during conflict, giving help or mediating.

- **Parents and carers** might do an associated 'homework' activity in partnership with their children, such as a questionnaire on how to deal with bullying.
- **Learning Mentors or Support Staff** might coach targeted children on skills in this area, relevant to their individual learning needs.

For further information contact:

Helen Blackburn:

SEAL Project Manager/Adviser

helen.blackburn@southwark.gov.uk

Pupil voice

Southwark pupil voice

The Southwark Pupil Voice Survey is key to understanding the views of Southwark pupils in relation to the 5 outcomes of Every Child Matters. Using the results of the survey we can build on the data that looks at trends over time.

Taking part in Pupil Voice gives you:

- Vital information about the views of your pupils
- Powerful benchmarking data
- The ability to track how attitudes change as your interventions take effect

The survey is free to all schools and analysis is back each September.

Who is eligible to complete the survey?

The number of year groups you choose to survey is up to you. However, year 5 in primary schools and year 9 in secondary schools must be included in order that the time series and benchmarking data are consistent.

In response to feedback from schools the survey is now open to more year groups (Years 4 to 11). Unfortunately, We are only be able to offer this extended age range to schools participating in the on-line survey. The advantages of surveying more than one year group is that the Management Information and Analysis Team (MIA) can provide you with a report showing the differences in opinions between year groups

as well as combining all responses across all year groups to provide a better whole school picture.

How to register your school for the survey

MIA will send out letters inviting participation early in the Spring term. Just look out for this correspondence and send in a reply or contact us direct to register an early interest.

Already in

If you are one of the schools who already participate in the survey guidance emails and letters will be sent to your school in June of each year. Those schools doing electronic responses over the secure website will receive pupil passwords by post and those doing the survey on paper will receive copies of the forms and ID-passwords for pupils by post.

MIA cannot promise to include schools that express an interest in participating after 28 February each year, or analyse surveys returned late.

How to Participate

If you wish to participate please contact the Management Information and Analysis Team on Tel: 020 7525 5090
Email: managementinformation@southwark.gov.uk



School councils

School councils – what they are and what they do

The DCSF sees school councils as an important way of giving young people the opportunity to express their views on a range of topics as active pupil participation can improve behaviour and increase attendance.

Effective School Councils get everyone involved in key areas of debate and discussion in the school. They are about ensuring that young people have their say.

All young people – whatever their ability, race or class – should feel valued and safe in an inclusive and caring school community throughout their school years. Schools that build and encourage respect for everyone develop into communities where each individual understands that they can make a valuable contribution.

A school council is group of learners who are elected to represent the views of all pupils and to improve their school. 'School council' means all kinds of school-based groups run by students, including student forums and youth parliaments.

A school council does a number of things:

- The school council meets – usually with a teacher present – to discuss and sort out problems. These may include school lunches, behaviour or ideas for fundraising events.

- Members of the school council will be responsible for carrying out the ideas that have been agreed, such as planning discos, writing newspaper articles, or meeting with catering staff.
- School staff often consult with school councils about major changes in the school.

Each year, every class will normally elect two representatives to be members of the school council.

The council will then meet to elect officers such as:

- Chair
- Secretary
- Treasurer

In a larger school (more than 400 pupils) there may be separate year councils, with a large meeting of the whole school council once a term.

A good school council is one that represents the views of all students and gets things done. Children learn to listen to each other, developing self-confidence, social skills and morally responsible behaviour towards each other and their teachers. Positive peer leadership develops and the



responsibility for maintaining good behaviour is shifted away from teachers and towards members of the classroom and school community.

The school is a community, and school councils help them to be harmonious and good places for children to work and learn. They play an important role in the effective governance – the management – of schools.

Further information on school councils from
www.schoolcouncils.org

Sentinel incident recording system

Sentinel incident recording system

Revision of the Southwark Council Procedure for Recording Racist Incidents Involving Children and Young People in School.

This Local Authority procedure has recently been revised. Following a successful local pilot, the current fax-based reporting system is being replaced by the Sentinel web-based system. With effect from September 2008, all racist incidents should be recorded on the Sentinel system. To view the system go to:

<https://www.vantage-sentinel.com/southwark>

User name: guest

Password: guest



Accordingly, the present procedure will become obsolete at the end of the Summer Term 2008.

To use the system schools need to be issued with user names and passwords. For further support on the administration of the Sentinel system (e.g. managing passwords etc), please contact:

Matthew Abbott

Management Information and Analysis Team (MIA)

020 7525 2711

matthew.abbott@southwark.gov.uk

in the first instance.

For support on dealing with racist incidents and other hate-incidents including bullying, contact:

Deirdre Barry

(Healthy Schools, PSHE Team)

020 7525 7634

deirdre.barry@southwark.gov.uk

Optional, Additional Use of Sentinel

Sentinel also allows schools to record incidents of bullying other than racist incidents. This provides confidential access to useful self-evaluation data to the school on Staying Safe and helps to eliminate harassment under the school Equality Scheme.

Sentinel users can capture a detailed view of each incident and easily identify common patterns (e.g. in the location of incidents or the behaviour of participants). This in turn can inform actions to remove bullying hot spots, for example. Moreover, by moving from a paper-based to a web-based system, recording and reporting are streamlined into a single process.

Each incident is categorised as general bullying or as a hate-incident (e.g. racist or homophobic or related to disability) which offers possibilities for future work around this agenda. For this reason, schools are encouraged to explore the use of Sentinel for incidents other than racist incidents with the assurance that this data would not be collated or reported on at school level by the Local Authority.

To sign up to the sentinel system for your school please contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

<http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Anti-bullying alliance

The anti-bullying alliance

The Anti-Bullying Alliance (ABA) was founded by **NSPCC** and **National Children's Bureau** in 2002. It is hosted and supported by NCB. The Alliance brings together over **50 organisations** into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

ABA's objectives are:

- To raise the profile of bullying and the effect it has on children and young people's emotional health and well-being, life chances and achievement.
- To create a climate in which everyone agrees that bullying is unacceptable and must be tackled as a matter of urgency to improve outcomes for children and young people.
- To ensure that teachers and other adults who work with children and young people, and young people themselves, are equipped with the skills and knowledge to address bullying effectively.
- **Building the evidence base for effective practice** – encouraging research and evaluation activity to identify what works; collecting, synthesising and sharing effective practice; supporting new development in line with the evidence.
- **Information sharing** – disseminating information through an email network, website, newsletters, publications, conferences and training events at national and regional level and developing of resources for schools and other organisations that work with children and young people.
- **Co-ordinating an annual Anti-Bullying Week** – supporting members and other organisations as well as the general public to take part in Anti-Bullying Week at a national and regional level.

As an alliance, we work to achieve our objectives by

- **Policy and advocacy work** – through partnership building, policy development and media work at national, regional and local levels.



The Department for Children, Schools and Families (DCSF) has commissioned ABA to deliver a national and regional programme of support, which builds on and works closely with the National Healthy Schools Programme, the Secondary and Primary National Strategies. Nine ABA regional advisors are now in place across the country to develop regional networks and support LEAs and schools. Southwark is a member of the Anti-Bullying Alliance. ABA also provide ideas and resources for anti-bullying week each year.

There are resources to help teachers and others plan and deliver anti-bullying lessons, develop anti-bullying policies, and address the issue of bullying within schools.

www.anti-bullyingalliance.org.uk

Agencies Supporting Schools Programme

Agencies Supporting Schools Programme (ASSP)

The Agencies Supporting Schools Programme (ASSP) provides comprehensive information on a range of external agencies and resources which are available to schools and other services working with children and young people.

The ASSP website www.assp.org.uk provides a search facility for schools and youth providers to match their needs against a wide range of provision offering support on PSHE and citizenship programmes.

It contains a catalogue of links to other useful websites, as well as an on-line request form to borrow PSHE and citizenship resources from the ASSP library.

Information on training events, national awareness days, as well as a comments feed back forum is also located on the website.

All agencies registered on the ASSP website have provided two references, a copy of their Child Protection policy and only use staff with CRB checks in place.

For further information go to www.assp.org.uk

Or contact Deirdre Barry 020 7525 7634
Email: deirdre.barry@southwark.gov.uk



Bullying around racism, religion and culture

Bullying around racism, religion and culture

What is racism?

'Racism' or 'racialism' is a form of discrimination based on race, especially the belief that one race is superior to another.

Racism may be expressed individually and consciously, through explicit thoughts, feelings, or acts, or socially and unconsciously, through institutions that promote inequality between races.

Types of racist incidents that can occur are:

- physical assault against a person or group
- because of colour, ethnicity or nationality;
- use of derogatory names, insults and racist jokes;
- racist graffiti;
- provocative behaviour such as wearing racist badges or insignia;
- bringing racist material into the school;
- verbal abuse and threats;
- incitement of others to behave in a racist way;
- racist comments in the course of discussion;
- attempts to recruit others to racist organisations
- and groups;
- ridicule of an individual for cultural difference eg food, music, religion, dress;
- refusal to co-operate with other people because of their colour, ethnic origin or nationality;
- written derogatory remarks;
- any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience.



Principally racism has focused over the centuries on physical characteristics – most notably skin colour – as a marker of significant difference between 'us' and 'the other'. Nearly always, though, there have been cultural components as well – the other is perceived to be an outsider with regard not only to their physical appearance but also to matters of custom, beliefs and values.

Racism around skin colour continues to be prevalent and serious, and school/youth centres must continue to be alert to it and to challenge it. But also there are forms of racism which are primarily to do with culture, customs and heritage and these too must be addressed and countered by schools/youth centres.

Forms of prejudice and intolerance

- **anti-refugee prejudice** – the role of schools/youth centres in supporting children whose families are seeking asylum is rendered more difficult by the negative coverage of asylum issues in sections of the media and by the claim that all people seeking asylum are a threat.
- **antisemitism** – Europe's oldest hatred continues to be influential, as is also the case with Islamophobia, it is frequently exacerbated in Britain by events and underlying conflicts elsewhere in the world, particularly the Middle East.

- **anti-Traveller prejudice** – prejudice towards Gypsy, Roma and Traveller people continues to be 'respectable' in many quarters and is a significant factor affecting the lives and life-chances of children and young people who are targeted by it. A further negative consequence is that the task of winning the trust of Gypsy, Roma and Traveller children, young people and families is rendered even more difficult and sensitive.
- **Islamophobia** – the term itself is not ideal, but undoubtedly schools should play a part in countering anti-Muslim prejudice and hostility within their own spheres of influence. Islamophobia is not necessarily to do with hostility to Islamic religious beliefs, but with denying equal rights and respect to people of Islamic heritage.

Racist incidents and racist bullying

All instances of racist bullying in schools are racist incidents, as defined by the Stephen Lawrence. Not all racist incidents, however, are necessarily instances of racist bullying. For example, if two pupils have an argument in the playground, and if in the heat of the moment the one uses a derogatory term about the other's cultural or ethnic background, this would be recorded as a racist incident; it would probably not, however, be thought of as an example

of bullying. Or if a pupil uses inappropriate language in a classroom discussion this too might be recorded as a racist incident, but would not be thought of as an example of bullying.

It is important that pupils and everybody in the school community understand what is meant by a racist incident, and what actions the school will take to tackle racist incidents, should they occur. Schools should make their position clear in their race equality policy or other relevant policies, such as their anti-bullying and behaviour policies. But regardless of which policy a school prefers to use, it is important that there should be consistency between its race equality policy and anti-bullying policy. It is also important that there should be consistency with the school's policy on exclusions.

Schools' arrangements

It is important that schools follow recording and reporting requirements:

- schools are encouraged to record all racist incidents and report them at least annually to their local authority;
- schools are encouraged to discuss procedures and format for reporting and recording racist incidents with the local authority.

Schools should not hesitate to report racist incidents to the local authority, as information may help to identify potential

racist bullying within the school and/or wider community. Local authorities should clearly explain that reporting incidents do not necessarily point to a problem within a particular school, but instead highlight that the school is sensitive to the issue of racism, creating an ethos where children feel safe to report racist incidents.

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Bullying around racism, religion and culture
- ▶ The inclusion of Gypsy, Roma and Traveller children and young people guidance

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications, Tel: 0845 60 222 60

For reporting racist incidents in Southwark Schools see <http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Legislation and guidance in relation to bullying around racism, religion and culture

Race Equality in Education: good practice in schools and local education authorities.

<http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=409>

Education Act 2005 and school self-evaluation

Schools are required to evaluate the extent to which learners feel safe and adopt safe practices and as part of this are prompted to consider whether learners feel safe from bullying and racist incidents, and the extent to which learners feel confident to talk to staff and others when they feel at risk.

Inspectors will routinely seek views from pupils about their experience, including whether they feel free from bullying and harassment.

Department for Children, Schools and Families

In *Schools' Race Equality Policies: from issues to outcomes*, published in 2004, the DCSF states that 'all racist incidents must be monitored and reported to the LEA – there should be no under-reporting.'

Children Act 2004

The Children Act 2004 introduced multi-inspectorate joint area reviews of children's services. The reviews will seek evidence that services implement and monitor policies on combating bullying, and that services take action to challenge and reduce discrimination by and of children and young people.

Codes of practice

The Commission for Racial Equality's [Code of practice on the duty to promote race equality](#), made under the Race Relations Act 1976 as amended, indicates that, in assessing schools' policies, regard should be paid to steps to prevent racist bullying. The Home Office's [Code of practice: reporting and recording racist incidents](#) recommends that schools should record all racist incidents.



School Standards and Framework Act, 1998

The act requires head teachers to 'determine measures... to be taken with a view to... preventing all forms of bullying among pupils. The measures... shall be publicised ... in a written document ... and [be made] generally known within the school and to parents ... at least once in every school year [and be brought] to the attention of all such pupils persons employed, or otherwise engaged to provide their services.

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<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying>

Sentinel incident recording system

Revision of the Southwark Council Procedure for Recording
Racist Incidents Involving Children and Young People in School.

This Local Authority procedure has recently been revised. Following a successful local pilot, the current fax-based reporting system is being replaced by the Sentinel web-based system. With effect from September 2008, all racist incidents should be recorded on the Sentinel system. To view the system go to:

<https://www.vantage-sentinel.com/southwark>

User name: guest

Password: guest



Accordingly, the present procedure will become obsolete at the end of the Summer Term 2008.

To use the system schools need to be issued with user names and passwords. For further support on the administration of the Sentinel system (e.g. managing passwords etc), please contact:

Matthew Abbott

Management Information and Analysis Team (MIA)

020 7525 2711

matthew.abbott@southwark.gov.uk

in the first instance.

For support on dealing with racist incidents and other hate-incidents including bullying, contact:

Deirdre Barry

(Healthy Schools, PSHE Team)

020 7525 7634

deirdre.barry@southwark.gov.uk

Optional, Additional Use of Sentinel

Sentinel also allows schools to record incidents of bullying other than racist incidents. This provides confidential access to useful self-evaluation data to the school on Staying Safe and helps to eliminate harassment under the school Equality Scheme.

Sentinel users can capture a detailed view of each incident and easily identify common patterns (e.g. in the location of incidents or the behaviour of participants). This in turn can inform actions to remove bullying hot spots, for example. Moreover, by moving from a paper-based to a web-based system, recording and reporting are streamlined into a single process.

Each incident is categorised as general bullying or as a hate-incident (e.g. racist or homophobic or related to disability) which offers possibilities for future work around this agenda. For this reason, schools are encouraged to explore the use of Sentinel for incidents other than racist incidents with the assurance that this data would not be collated or reported on at school level by the Local Authority.

To sign up to the sentinel system for your school please contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

<http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Support and resources for dealing with bullying around racism, religion and culture

Advisory Council for the Education of Romany and other Travellers (ACERT)

The Advisory Council for the Education of Romany and other Travellers (ACERT) is an organisation which gives information and advice to Travellers. It can deal with enquiries from pre-school to adult education, including special educational needs and suspension or expulsion from school. ACERT produces a variety of publications and information leaflets. An sae should be enclosed with a written enquiry.

Moot House, The Stow, Harlow, Essex, CM20 3AG

Anne Frank House

There are several websites teaching about antisemitism and racism through the inspiration of Anne Frank's diary. Links to most of them are available through the site of Anne Frank House, based in Amsterdam.

www.annefrank.org

Anti-Defamation League

Lesson plans and resource lists for teaching about a wide range of equality and diversity issues under the general heading of anti-bias teaching. Based in the United States, but with stimulating ideas for many other countries as well.

<http://www.adl.org/education/>

Anti-Slavery

This website hosts information about the Cross Community Forum, set up to promote discussion and debate about, and provide resources for, the bicentenary in 2007 of the abolition of the Transatlantic Slave Trade.

<http://www.antislavery.org/archive/press/pressrelease2005bicentenary.htm>



Travellers Cassie Joyce (pictured) is a Traveller of Irish heritage. She hopes the Notre Dame School in Southwark is preparing her to get a job she will enjoy, possibly hairdressing. But of all the vulnerable groups in the education system, Traveller children perform the worst. What needs to change?

BBC Newsround

Useful and stimulating lesson plans and materials for teaching about racism and leading discussion of, and action against, racist bullying.

http://news.bbc.co.uk/cbbcnews/hi/newsid_4020000/newsid_4025100/402511

Black Information Link

Run by the 1990 Trust, a large collection of newspaper articles, cuttings and reports, all clearly catalogued, giving a comprehensive picture of the current scene.

www.blink.org.uk

Britkid

Intended in the first instance for primary school pupils in areas where there are few people of minority-ethnic backgrounds, but its interest is in fact much wider.

www.britkid.org/

Bradford Antiracist Projects

Papers about race equality issues in schools and news of events and publications.

www.barp.org.uk

Racism, antisemitism and Islamophobia

Coastkid

Based on the Britkid concept (see above) and based in Brighton and Hove, the focus is on the relationships and conflicts that arise between nine young people in an imaginary school.

<http://www.coastkid.org/>

Commission for Racial Equality

Substantial information about the Race Relations (Amendment) Act and the legal requirements for schools. Click on Good practice on the home page and then on Education in the list entitled Sectors. From 2009 the CRE will become part of the Equality and Human Rights Commission at

www.equalityhumanrights.com

<http://www.cre.gov.uk/>

Commission on British Muslims and Islamophobia

The full text of the commission's 2004 report, plus also some extracts from it, including Islamophobia and Race Relations and Debate and Disagreement.

www.insted.co.uk/islam.html

Crosspoint

Descriptions of, and links to, a very wide range of antiracist organisations and projects, including many with a local focus.

<http://www.magenta.nl/crosspoint/uk.html>

Ekta Kettering

Run for teenagers by teenagers, about racist attacks and attitudes. Based in a single borough but with relevance and interest everywhere.

<http://www.ektakettering.org/>

Facing History

'By studying the historical development and the legacies of the Holocaust and other instances of collective violence students learn to combat prejudice with compassion, indifference with ethical participation, myth and misinformation with knowledge.'

www.FacingHistory.com

Football Unites

Campaigns against racism in and around football grounds are a significant development in recent years.

www.furd.org

Forum Against Islamophobia and Racism

Useful range of recent newspaper articles and several valuable factsheets.

<http://www.fairuk.org/>

Genocide Watch

A focus on political and philosophical issues, with material in French, Portuguese and Spanish as well as English.

www.genocidewatch.org

Guardian Newspaper

There is a special section archiving all articles and reports about race equality since 1998.

www.guardian.co.uk/race

Hometown

Set up by the Anti-Bullying Alliance (ABA), this is a lively and engaging site for children and young people about dealing with bullying, including racist bullying

<http://www.anti-bullyingalliance.org/walkthru.htm>

Institute of Race Relations

Many key articles and a large archive of links to news items in the local press throughout the UK. Plus a weekly newsletter about current events.

www.irr.org.uk

Islam Awareness Week

A wealth of information and links to other sites, geared in particular to the needs and interests of teachers.

<http://www.iaw.org.uk/>



Jewish Council for Racial Equality

Materials about racism and antisemitism and for teaching about refugees and people seeking asylum.

www.jcore.org.uk

Joseph Rowntree Foundation

The Foundation's research reports include The Search for Tolerance: challenging and changing racist attitudes and behaviour among young people by Gerard Lemos, published in March 2005.

<http://www.jrf.org.uk/knowledge/findings/socialpolicy/0135.asp>

Kick It Out

The national campaign against racism in football. For materials on the same theme intended for schools see Show Racism the Red Card (below).

<http://www.kickitout.org/>

Kiddiesville Football Club

Intended particularly for primary schools, a very lively site about the exploits of an imaginary football team, with music, stories, games, humorous and nonsense verse, and vivid graphics.

www.kiddiesvillefc.com

Monitoring Group

A large archive of news items about racist attacks throughout Britain, and about actions and campaigns to prevent them.

<http://www.monitoring-group.co.uk/>

Moving Here

Links to a wide range of original documents in some 30 different museums, libraries and archives, charting 200 years of Caribbean, Irish, Jewish and South Asian migration to the UK.

www.movinghere.org.uk

Muslim Council of Britain

Extensive information, and many links to other Muslim sites.

www.mcb.org.uk

National Assembly Against Racism

Large archive of news stories and topical commentary, updated several times a month.

<http://www.naar.org.uk/>

NASUWT

Materials include a useful booklet on Islamophobia: guidelines for teaching about Islam and Islamophobia and reprint of advice to schools issued by the Government after 9/11.

www.nasuwt.org.uk

National Union of Teachers

Materials include Antiracist Curriculum Guidelines (2001) and advice and guidance on teaching about terrorism and war.

<http://www.nut.org.uk>

Pakistan Connection

Developed for schools in Staffordshire, exploring links between the local area and Pakistan, but of lively interest for many other places too.

<http://www.spirit-staffs.co.uk/pakistan/>

Persona Dolls

The dolls and their stories are powerful tools for exploring, uncovering and confronting bias. They help children to express their feelings and ideas, think critically, challenge unfair treatment and develop empathy with people who are different to themselves.

www.persona-doll-training.org

Qualifications and Curriculum Authority: bigotry and prejudice

In its section on citizenship and PSHE, the QCA Respect for All website has a KS2 lesson plan on teaching about antisemitism using [The Diary of Anne Frank](#). In addition there are lesson plans on challenging racism through circle time (KS1), on refugees and human rights (KS3) and on racial discrimination (KS4).

www.qca.org.uk/ca.inclusion/respect_for_all

Racism No Way

Based in Australia, but with much that is entirely relevant, valuable and up-to-date for teachers and learners in other countries as well.

<http://www.racismnoway.com.au/>

Refugee Council

Wide range of information and resources on refugees and people seeking asylum.

www.refugeecouncil.org.uk

Rewind

Intended for secondary students as well as for teachers and youth workers, a lively collection of materials and discussions about racism and race equality.

www.rewind.org.uk

Rural Diversity

Information, resources and news items about combating rural racism.

<http://www.ruraldiversity.net/>

Show racism the red card

The national campaign against racism in football, with much material of direct interest to pupils.

<http://www.srtrc.org>

Sikh Kids

A platform for sharing information and news and giving mutual support.

<http://www.sikhkids.com/>

Southwark Travellers Action Group (STAG)

Peckham Settlement, Goldsmith Road SE15 5TF (020 7639 1823)

STAG provides advice and support to Traveller families and schools around bullying and other school and social issues.

Southwark Traveller Education Support Service (STESS)

15 Spa Road, SE16 3QW (020 7525 2859)

STESS provides outreach to Gypsy, Roma and Traveller families and liaises with relevant parts of the education system.

STESS provides the following specific services:

- Advises the local authority re improving services for Travellers,
- Advises schools re more inclusive policy and practice for Travellers,
- Monitors attendance and attainment of Traveller pupils and makes this information available to schools, the local authority and the DCFS,
- Focused input to schools with a significant Traveller population,
- Additional support according to published priorities (separate leaflet),
- Outreach to parents.



Cassie Joyce is a pupil at the Notre Dame School in the London borough of Southwark, which has an education support service that works with its Gypsy, Roma and Traveller families

Schools may wish to include a Traveller element as part of their commitment to a broad curriculum that reflects the diversity of communities in Southwark. STESS contributes to this culturally broad curriculum and welcomes approaches from schools whether they have Traveller pupils or not.

STESS contact details

David Cannon

STESS Manager

(Secondary education and 16+)

david.cannon@southwark.gov.uk

Lindsay Chappell

(Early Years and primary education)

lindsay.chappell@southwark.gov.uk

15 Spa Road, London SE16 3QW

Tel: 020 7525 2859

**The Three Lions**

A story for KS2 with vivid illustrations about a black footballer.

Many questions for discussion and reflection.

<http://www.staffpart.org.uk/bridges.htm>

Voice Our Concern

A project in the Republic of Ireland to teach about human rights issues, including racism. Many practical ideas, games and activities.

<http://www.voiceourconcern.org/index.htm>

Youthweb

Developed by Soft Touch Community Arts, a lively site for secondary students, teachers and youth workers..

www.youth-web.org.uk

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Bullying around racism, religion and culture
- ▶ The inclusion of Gypsy, Roma and Traveller children and young people guidance

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Support from Children's Services in relation to bullying around racism, religion and culture

Ethnic Minority Achievement (EMA)

Each school now has a Link EMA Consultant. Schools are encouraged to contact their EMA Consultant in the first instance with their request for support and advice or CPD. The EMA Consultants will be able to advise and support on the following:

- Duties on schools in relation to the Race Relations (amendment) Act 2000
- Duties on schools in relation to the DCSF guidance on community cohesion issued in July 2007
- Teaching and learning strategies that encourage recognition and understanding of diverse cultural and linguistic experiences
- Procedures and policies for children who are new to the country and may have limited experience of schooling or English language

- Development of good relationships with parents and carers of Black and minority ethnic background

The EMA team can also be contacted through:

<http://www.southwark.gov.uk/YourServices/educationandlearning/management/EthnicMinorityAchievement/>

Southwark Traveller Education Support Service (STESS)

provides the following specific services re Gypsy Roma and Traveller (GRT) young people:

- Outreach to GRT families to support educational access, attendance and attainment,
- Advises the local authority on improving services for GRT,
- Advises schools on more inclusive policy and practice for GRT,
- Monitors attendance and attainment of GRT pupils and makes this information available to schools, the LA and the DCSF,



- Focused collaboration with schools with a significant GRT population,
- Additional support according to published priorities (separate leaflet).

Schools may wish to include a GRT element as part of their commitment to a broad curriculum that reflects the diversity of communities in Southwark. STESS contributes to this culturally broad curriculum and welcomes approaches from schools whether they have GRT pupils or not.

STESS contact details

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(Secondary education and 16+)

Lindsay Chappell
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Cyberbullying

Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.

Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying.

Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology

allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' – better termed 'accessories' in this context – who actively support cyberbullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.



Preventing cyberbullying

Prevention requires a whole school approach. Essential elements of prevention are awareness raising and promoting understanding about cyberbullying. Awareness can be raised and understanding promoted through discussion and activity around what cyberbullying is and how it differs from other forms of bullying. The activities could include staff development activities; home school events such as special assemblies with parents; and addressing cyberbullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.

It is important to review and update existing anti-bullying, behaviour and pastoral care policies to include cyberbullying. Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyberbullying, including bullying that takes place out of school.

It is advised that schools establish, or review existing, Acceptable Use Policies (AUPs), referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones. It is also recommended that schools review how the school

network is monitored and check whether existing procedures are adequate.

It is recommended that schools record and monitor incidents of cyberbullying in the same way as all other forms of bullying. Schools can use this information to develop their policies and practices. Make sure that learners, parents and staff are all aware of the different ways available to report cyberbullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.

Education and discussion around the responsible use of technologies and e-safety are key to preventing cyberbullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school.

Stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular.

It is useful to publicise progress and cyberbullying prevention activities to the wholeschool community. Keep cyberbullying a live issue and celebrate your successes.

Responding to cyberbullying

Cyberbullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyberbullying cases through their existing anti-bullying and behaviour policies and procedures. However, schools should recognise the ways in which cyberbullying differs from other forms of bullying and reflect that in how they respond to it.

Advise those experiencing cyberbullying on steps they can take to avoid recurrence – for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.

Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyberbullying. In addition, it is important to refer to any Acceptable Use Policies (AUPs) for internet and mobile use, and apply sanctions where applicable and practical.



Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Cyberbullying

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Tel: 0845 60 222 60

Guidance on esafety is available from www.becta.org.uk

Legislation and guidance in relation to cyberbullying

The school community has a duty to protect all its members and provide a safe, healthy environment. These obligations are highlighted in a range of Education Acts and government initiatives.

In addition, the [Education and Inspections Act 2006](#) (EIA 2006) outlines some legal powers which relate more directly to cyberbullying. Head teachers have the power "to such extent as is reasonable" to regulate the conduct of pupils when they are off-site or not under the control or charge of a member of staff.

Section 3.4 of the [School Discipline and Pupil Behaviour Policies](#) guidance provides more advice on when schools might regulate off-site behaviour .

Although bullying is not a specific criminal offence in UK law, there are criminal laws that can apply in terms of harassment or threatening behaviour. For example – and particularly pertinent for cyberbullying – threatening and menacing communications. In fact, some cyberbullying activities could be criminal offences under a range of different laws, including the:

- [Protection from Harassment Act 1997](#) which has both criminal and civil provision,

- [Malicious Communications Act 1988](#), section 127 of the [Communications Act 2003](#) and
- [the Public Order Act 1986](#).



Safe to Learn guidance:

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User name: guest

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To sign up to the sentinel system for your school please contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

<http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Support and resources

Cyberbullying

Helplines

- **Childline** – free 24 hour helpline for children and young people.
Tel: 0800 1111.
- **Kidscape** – run a telephone advice line exclusively for parents and carers giving advice about bullying.
Tel: 08451 205 204
- **Get Connected** – free confidential helpline for young people.
Tel: 0808 8084994.
- **Samaritans** – helpline for those in distress, offering multi-channel support.
Tel: 08457 90 90 90.
Email: jo@samaritans.org.
SMS text: 07725 909090.

Useful websites:

- **Childnet** – a range of resources for primary and secondary schools, for children and young people, for teachers and for parents.
(www.childnet-int.org)
- **StopText bully** – a website dedicated to mobile phone bullying, contains advice for

young people including how to contact your operator.

(www.stoptextbully.com)

- **Cyberbullying.org** – one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian-based site.
(www.cyberbullying.org)
- **Chatdanger** – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting.
(www.chatdanger.com)
- **Anti-Bullying Alliance** – the Alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parents section with links to recommended organisations who can help with bullying issues.
(www.anti-bullyingalliance.org.uk)



- For more information on policies around ICT in schools, including Acceptable Use Policies (AUPs) for staff and pupils, see www.becta.org.uk/schools/esafety.
- The Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for primary and secondary schools called [Think U Know](http://www.thinkuknow.co.uk), see www.thinkuknow.co.uk. CEOP also provide resources and training in delivering the Think U Know presentation in schools.

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Cyberbullying

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Guidance on esafety is available from www.becta.org.uk

Support from Children's Services for cyberbullying

E-Safety

E-information and communication systems give access to:

- Global information;
- Locally and externally produced educational resources;
- Entertainment and games;
- Personal and professional communication and collaboration tools;
- Personal and professional opportunities for development.

But exposes us to:

- Illegal, harmful or offensive content;
- Commercial exploitation;
- On-line personal exploitation including bullying and unwanted contacts;
- Biased, inaccurate or misleading information;
- Criminal and illegal exploitation.

All schools should have an **E-Safety policy** (sometimes called **Acceptable Use of the Internet policy**).

Schools are also encouraged to provide guidance and training for parents to help them to keep children safe when using e-resources at home.

The LA has provided initial training for senior school leaders and is providing more detailed training **for at least one teacher responsible for child protection and one other** in every school to help them to write and implement policy and guidance to ensure everyone especially children are safe and secure when using e-resources.

The LA has produced an e-safety audit document which schools can use to evaluate their procedures. This will highlight where they may need to improve their approach and enable them to prepare an action plan. A sample of schools will be visited by LA advisers to discuss the audit to guide future borough wide training and advice.

Governors' action:

Governors and other staff should ensure they have an up to date Acceptable Use of the Internet policy. Ensure at least one teacher responsible for child protection attends central training and plan with school leaders how all adults, children and parents can be made aware of school policy and guidance.



Information on e-safety can be obtained from
Signposts to Safety Teaching e-safety at Key Stage 1, 2, 3 and 4
produced by BECTA <http://publications.becta.org.uk>

Safety policy and useful documentation produced by the
London Grid for Learning (LGfL)
<http://cms.lgfl.net/lgfl/web/safety/policy>
<http://cms.lgfl.net/lgfl/web/safety/resources>

Child Exploitation and on-line Protection Centre
Information for professionals and other carers on how to keep
children safe including a reporting point for abuse.
<http://www.ceop.gov.uk/>

Contact Paul Morgan, senior school improvement adviser
Tel: 020 525 5067
Email: paul.morgan@southwark.gov.uk

Contact Maureen McCann, ICT Consultant
Email: Maureen.mcann@southwark.gov.uk

Homophobic bullying

Homophobic bullying

What is homophobic bullying?

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Who experiences homophobic bullying?

- Young people who are lesbian, gay or bisexual (LGB)
- Young people who are thought to be lesbian, gay or bisexual
- Young people who are different in some way

Who does the bullying and why?

- Anyone. Especially if they have not been told it's wrong.
- They think that lesbian and gay people should be bullied, because they believe gay people are "wrong".
- People who might be gay themselves, and are angry about that.
- People who think "boys should act like boys" and "girls should act like girls".
- People who think gay people shouldn't have the same rights as heterosexual people and use this as justification for bullying.

- People who think gay parenting is wrong and pupils should be treated differently because of it.

Why should schools do anything about it

Schools have a legal duty to ensure homophobic bullying is dealt with in schools. Under the Education and Inspections Act 2006, head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, and self discipline amongst pupils, and to prevent all forms of bullying. This includes the prevention of homophobic bullying.

Homophobic bullying can have a negative impact on young people:

- Bullying can also be linked to poor attendance with studies showing a high degree of absenteeism.
- Seven out of ten young lesbian and gay people say homophobic bullying affects their work.



- Bullying can cause low self-esteem, including the increased likelihood of self-harm and the contemplation of suicide.
- Young people who experience homophobic bullying are unlikely to fulfil the objectives of Every Child Matters and Youth Matters.

How to recognise homophobic bullying

Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, pupils may not want to tell anyone about it in case teachers/staff or other adults assume they are gay.

The fact that young people are particularly reluctant to tell is a distinctive aspect of homophobic bullying. Generally, homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse – including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are “gay” – for example, “you’re such a gay boy!” or “those trainers are so gay!”
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.
- Or, they may bully a pupil who has gay parents/carers or family members.

Can it happen in Primary schools?

Yes. Pupils may not know what the words mean, but can use homophobic language against others as a form of bullying.

How to respond to homophobic bullying

School staff interact with pupils on a daily basis and are more likely to see, and be told about, incidents of homophobic bullying. It is important that staff responses are, in line with Ofsted guidelines, ‘swift, proportionate, discreet, influential and effective’. Staff should feel able to respond effectively to incidents of homophobic bullying.

Responding to homophobic language:

Casual homophobic language is common in schools but, if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs:

- Ensure that pupils know that homophobic language will not be tolerated in schools. Make sure it is included in policies and procedures.
- If a pupil makes persistent remarks, they should be removed from the classroom and teachers and staff should talk to him or her in more detail about why their comments are unacceptable.
- If the problem persists, involve senior managers. The pupil should be made to understand the sanctions that will apply if they continue to use homophobic language.

- Consider inviting the parents/carers to school to discuss the attitudes of the pupil.

Responding to physical bullying in secondary schools:

Like verbal abuse, pupils may be reluctant to report incidents of homophobic bullying because they fear that staff will assume they are gay, even if they are not. Physical abuse can indicate a young person is at risk, and the overarching strategies that are implemented to safeguard pupils might be appropriate in this context, for example working with other agencies, including, if necessary, the police. Schools know how to respond to incidents of physical abuse, and the same strategies should apply when motivated by homophobic bullying. Homophobic violence can be a crime. Anti-bullying policies should be rigorously enforced in order to keep pupils safe from physical abuse.

Prevention

Heads, governors and staff can take a number of steps to help prevent homophobic bullying. Prevention should be a central focus of a school's work to tackle homophobic bullying since taking steps to prevent bullying makes it easier to respond to incidents when they occur. It also enables a school to create an ethos in which pupils are clear that bullying is completely unacceptable and will not be tolerated.

- Ensure relevant **policies** exist, for example, checking that homophobic bullying is included in anti-bullying policies and related policies and procedures.

- **Assess and monitor** the extent of homophobic bullying through anonymous staff and pupil surveys, and existing methods like bullying boxes. Evaluate the responses received and ensure consistent recording and reporting.
- **Raise awareness** of what homophobic bullying is and how the school will respond. Ensure effective reporting systems are in place to enable pupils to report incidents.
- Evaluate and make use of **curriculum opportunities** in order to instil respect for others.
- Develop effective **intervention strategies**.
- Know how to provide sensitive **support** to lesbian and gay pupils to help them feel safe, and able to tell teachers about incidents of homophobic bullying.

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Cyberbullying
- ▶ Homophobic bullying

Copies of the guidance can be downloaded from www.teachernet.gov.uk
Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Legislation and guidance in relation to homophobic bullying

The Employment Equality (Sexual Orientation) Regulations 2003

These laws protect all staff in a school against discrimination or harassment on the grounds of their sexual orientation.

Discrimination, either direct or indirect, involves treating one person less favourably than another on the grounds of their sexual orientation.

Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment. If employers do not take action to stop such behaviour against staff they run the risk of legal challenge.

The Equality Act 2006

Part 3 of the Equality Act 2006 gives powers to outlaw discrimination on the grounds of sexual orientation in the provision of "goods and services". Regulations made under Part 3 came into effect on 30 April 2007 and cover public bodies as well as private, and specifically cover education.

In practice it means for instance, that a pupil could not be refused entry to a school on the grounds that they were, or were thought to be, lesbian or gay, or because they had gay relatives. It would also mean that privileges, such as being a prefect, could not be denied to lesbian or gay pupils. It also means that schools that do not treat homophobic bullying with the same level of seriousness as other forms of bullying could face legal action.



Guidance for schools on their duties and responsibilities under the **Sexual Orientation Regulations** can be found at: www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/

The Regulations should have no effect on the teaching and curriculum in schools, provided that the subject of sexual orientation is approached in an appropriate manner in line with existing guidance.

Section 28

Section 28 of the Local Government Act 1988 confused many schools with regards to what could be said in relation to lesbian and gay people due to issues around the word "promotion". Section 28 was repealed in 2003 and is **no longer law**.

There are no, and never have been any, legal barriers to teachers and staff discussing issues around sexual orientation in the classroom and responding to, and preventing, homophobic bullying.

Every Child Matters

Every Child Matters provides a focus for the education sector and the wider children's workforce to think about supporting children and young people to grow into respectful, confident and socially and emotionally healthy adults.

Those pupils who may be experiencing homophobic bullying will not be able to meet the outcomes Every Child Matters requires:

- **Being healthy:** Young people experiencing homophobic bullying are at risk of suffering from low self-esteem, and possibly experiencing mental health issues. They may also take part in risk taking behaviour.
- **Staying safe:** Young people experiencing homophobic bullying are at risk from harassment, and physical abuse, and are therefore not being kept safe.

- **Enjoying and achieving:** A young person who is experiencing homophobic bullying is less likely to enjoy school or achieve their full potential. Research suggests they may be reluctant to attend after school activities, or contribute fully to class in case this draws attention to them.
- **Achieving economic well-being:** A young person who experiences homophobic bullying may not do as well at school, and may not stay on to study further. Lesbian and gay pupils are more likely to leave school at 16, even if they do have an interest in continuing their studies.
- **Making a positive contribution:** Young people experiencing homophobic bullying will be discouraged from making a positive contribution to their school life and to their community.

Youth Matters

Youth Matters is part of Every Child Matters and aims to ensure that all young adults (14-19) are supported to achieve the objectives of Every Child Matters.

Learning about one's sexual orientation can however be a positive experience if suitable support structures are in place. Since homophobic bullying can lead to an increased possibility of self-harm, educational underachievement, truancy, homelessness and even suicide it can prevent the objectives of **Youth Matters** being met.

Stand Up For Us

Stand up for us, developed by DCSF and the Department of Health in 2004, helps schools challenge and respond to homophobic bullying through establishing and delivering a whole school approach.

DCSF Sex and Relationship Education Guidance

DCSF guidance on Sex and Relationship Education (SRE) states that teaching in this area should demonstrate to pupils the importance of stable, loving relationships and respect and care. In discussions about stable relationships, heterosexual and same-sex relationships can be discussed.

The guidance also states that it is for schools to make sure that the needs of all pupils are met in their SRE. Whatever their developing sexuality, all young people need to feel that SRE is relevant to them and sensitive to their needs. It is also vital that schools can assure parents/carers that all SRE is age-specific and context specific.

Ofsted self-evaluation forms

The new Ofsted inspection regime is much more focussed than before with the emphasis on self-valuation. Bullying is one of the issues that inspectors will look for in a school and Ofsted are increasingly sensitive to bullying motivated by prejudice. In collecting evidence for the SEF a school will therefore look to demonstrate the ways in which it tackles all forms of bullying, including homophobic bullying.

The General Teaching Council in its document **The Statement of Professional Values and Practice for Teachers** supports the importance of maintaining total equality of opportunity.

"Teachers work within a framework of legislation, statutory guidance and school policies, with different lines of accountability. Within this framework they place particular importance on promoting equality of opportunity – challenging stereotypes, opposing prejudice, and respecting individuals regardless of age, gender, disability, colour, race, ethnicity, class, religion, marital status or sexual orientation.



Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Homophobic bullying

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications, Tel: 0845 60 222 60

Sentinel incident recording system

Revision of the Southwark Council Procedure for Recording Racist Incidents Involving Children and Young People in School.

This Local Authority procedure has recently been revised. Following a successful local pilot, the current fax-based reporting system is being replaced by the Sentinel web-based system. With effect from September 2008, all racist incidents should be recorded on the Sentinel system. To view the system go to:

<https://www.vantage-sentinel.com/southwark>

User name: guest

Password: guest



Accordingly, the present procedure will become obsolete at the end of the Summer Term 2008.

To use the system schools need to be issued with user names and passwords. For further support on the administration of the Sentinel system (e.g. managing passwords etc), please contact:

Matthew Abbott

Management Information and Analysis Team (MIA)

020 7525 2711

matthew.abbott@southwark.gov.uk

in the first instance.

For support on dealing with racist incidents and other hate-incidents including bullying, contact:

Deirdre Barry

(Healthy Schools, PSHE Team)

020 7525 7634

deirdre.barry@southwark.gov.uk

Optional, Additional Use of Sentinel

Sentinel also allows schools to record incidents of bullying other than racist incidents. This provides confidential access to useful self-evaluation data to the school on Staying Safe and helps to eliminate harassment under the school Equality Scheme.

Sentinel users can capture a detailed view of each incident and easily identify common patterns (e.g. in the location of incidents or the behaviour of participants). This in turn can inform actions to remove bullying hot spots, for example. Moreover, by moving from a paper-based to a web-based system, recording and reporting are streamlined into a single process.

Each incident is categorised as general bullying or as a hate-incident (e.g. racist or homophobic or related to disability) which offers possibilities for future work around this agenda. For this reason, schools are encouraged to explore the use of Sentinel for incidents other than racist incidents with the assurance that this data would not be collated or reported on at school level by the Local Authority.

To sign up to the sentinel system for your school please contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

<http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Support and resources in relation to homophobic bullying

Local Support

LGBT hate crime caseworker

Offering practical and emotional support and advocacy for Lesbian, Gay, Bisexual or Trans people who have experienced or are experiencing homo/bi/transphobic harassment in their school, neighbourhood, work, or on the street because of their sexual orientation or gender identity. Working with people who live, work, study or socialise in Southwark.

Tel: 020 7232 1107 Fax: 020 7232 0860

Email: hatecrimeproject@bedehouse.org

www.bedehouse.org

LGBT Consortium – Parenting project

Teachers can refer parents to the Parenting Project, which offers information and support to the parents and carers of LGBT and questioning young people. The Parenting Project team also be offer training 2008 to teachers and generic services around LGBT issues faced by young people and their families. Part of the day will be used to look at the new legislation that has been passed over the last year.

Contact: Rita Mcloughlin, Parent Support Coordinator

Email: rita@lgbtconsortium.org.uk

Tel: 0207 064 6502, switchboard 0207 064 8383

www.lgbtconsortium.org.uk

Safer Schools Team, Southwark Police

All Southwark senior educational establishments have an allocated school beat officer, and each primary school has a nominated single point of contact officer from the local safer neighbourhood team. If you do not know whom this officer is please ring the Safer Schools Team.

Tel: 020 7232 6148/6111

or Dave.Snow@met.police.uk

Lindsey.Ball@met.police.uk



Victim Support in Southwark

R U OK! Affected by Bullying? Victim Support in Southwark offers support and information to young people experiencing bullying and harassment. Our support is confidential and non judgemental.

Call 0207 378 8886 if you need to talk.

National Support**ChildLine**

ChildLine is a free, 24-hour helpline for children and young people in the UK.

National Helpline: 0800 1111 www.childline.org

Coastkid

A website developed by Brighton and Hove City Council to explore the various aspects of bullying, including homophobic bullying.

www.coastkid.org

Channel 4 LGB Teens

Channel 4 has developed a microsite for young lesbian, gay and bisexual people. It provides information about coming out, staying safe, and how to respond to bullying.

www.channel4.com/health/microsites/L/lgb_teens/index.html

Educational Action Challenging Homophobia (EACH)

EACH is the charity providing UK-wide helpline support to young people experiencing homophobic bullying and award-winning training to challenge homophobia in schools for Local Authorities and Children's Services.

14 Clifton Down Road, Bristol BS8 4BF

National Helpline: 0808 1000 143

Mon to Fri 10am–5pm

Saturday 10am–Midday

Helpline Officer: 0117 946 7607

www.eachaction.org.uk

email: info@eachaction.org.uk

In association with Bristol City Council EACH have prepared the following guidance specifically on the repeal of Section 28:

www.bristol-cyps.org.uk/services/pdf/Out_of_Shadow.pdf

(EACH) Helpline

National Helpline for young people experiencing homophobic bullying.

0808 1000 143

Mon to Fri 10am–5pm Saturday 10am–Midday

Finding a youth group

Try "Google", your Local Authority, or visit Stonewall's website where there are listings of resources for young people.
www.stonewall.org.uk/educationforall

London Lesbian and Gay Switchboard (LLGS)

LLGS provides an information, support and referral service throughout the UK. You can find out about your local LGBT youth group here.

PO Box 7324, London N1 9QS

National Helpline: 020 7837 7324

Fax: 020 7837 7300 www.llgs.org.uk email: admin@llgs.org.uk

Imaan

A social support group for lesbian, gay, bisexual and transgender Muslims, their family, friends and supporters, and those questioning their sexuality or gender identity.

www.imaan.org.uk

Jewish Gay and Lesbian Group

Provides an atmosphere of friendship and support for Jewish gay men, lesbians, bisexuals and their partners.

www.jglg.org.uk

Lesbian & Gay Christian Movement

A UK based international charity working and praying for an inclusive Church.

www.lgcm.org.uk

LGBT Consortium

LGBT Consortium is an umbrella membership body that provides a range of 2nd tier and 3rd tier support to LGBT voluntary organisations and groups, both in London and nationally. Work includes "Freestyle London" which facilitates capacity building with LGBT youth projects/services for the benefit of young LGBT people (London LGBT Youth Council); and a Parenting project that supports parents of LGBT people in London.

Unit J414, Tower Bridge Business Complex

100 Clements Road

London SE16 4DG

Tel: 020 7064 8383

www.lgbtconsortium.org.uk

Email: admin@lgbtconsortium.org.uk

LGBT History Month

February is LGBT History month where organisations, including schools, explore issues relating to lesbian, gay, bisexual and transgender people and their history. The website has resources for schools.

www.lgbthistorymonth.org.uk

Naz Project London (NPL)

NPL provides support services to South Asians, Muslims, Horn of Africans, Portuguese speakers, and Spanish speakers, including parents and carers of gay people from black and minority ethnic backgrounds.

Palingswick House, 241 King Street

London W6 9LP

020 8741 1879

www.naz.org.uk

email: npl@naz.org.uk

PACE

PACE promotes the mental health and emotional wellbeing of the lesbian, gay, bisexual and transgender community. It also leads the National Family Forum.

34 Hartham Road, London N7 9LJ

Tel: 0207 700 1323

Fax: 0207 609 4909

www.pacehealth.org.uk

email: general@pace.dircon.co.uk

Queery

A national search engine for the lesbian, gay, bisexual and trans communities, Queery provides information on local LGBT youth groups and other local events.

www.queery.org.uk

Safra project

The Safra Project is a resource project working on issues relating to lesbian, bisexual and/or transgender women who identify as Muslim religiously and/or culturally.

www.safraproject.org

Schools Out

Schools Out provides both a formal and informal support network for all people who want to raise the issue of homophobia in education.

BM Schools Out! National

London WC1N 3XX

Helpline (Male): 01582 451 424

Helpline (Female): 0207 635 0476

www.schools-out.org.uk

email: secretary@schools-out.org.uk

Stonewall

Stonewall is a charity that works for lesbian, gay and bisexual rights. It also runs the Education for All campaign. The aim of the campaign is to ensure that all young lesbian, gay and bisexual people can fulfil their potential, and that the UK's schools and education systems can deal appropriately with homophobia and homophobic bullying. Stonewall have produced a DVD with the Greater London Authority (Spell it Out), hold an annual conference for educational practitioners, and a youth conference.

Tower Building

York Road, London SE1 7NX

020 75931850

www.stonewall.org.uk

email: info@stonewall.org.uk

Please also visit Stonewall's site for the results of their 2007 survey into homophobic bullying, The School Report.



Terrence Higgins Trust (THT)

THT provides information and resources on HIV & AIDS, as well as information about challenging homophobia. They are increasingly providing youth groups around the country, and are able to visit schools and make presentations.

314-320 Gray's Inn Road

London WC1X 8DP

Tel: 020 7812 1600

www.tht.org.uk

email: info@tht.org.uk

YWCA (Young Women's Christian Association)

YWCA England & Wales is the leading charity working with young women facing poverty, discrimination or abuse. YWCA produced a report – Pride Not Prejudice – which gives an overview of the issues faced by young women who are lesbian, bisexual or who may be questioning their sexuality.

Clarendon House, 52 Cornmarket Street

Oxford OX1 3EJ

01865 304 200

www.ywca.org.uk

email: info@ywca.org.uk

Support for parents and carers**Pink Parents**

Pink Parents works for lesbian, gay and bisexual parents and their children, providing information, resources, advice and access to local groups.

The D'Arcy Lainey Foundation

PO BOX 417, Oldham OL2 7WT

National Helpline: 08701 273 274

Mon to Fri 9am–12pm (excluding public holidays)

Office: 0161 633 2037

Mon to Fri 9.30am–2pm (excluding public holidays)

www.pinkparents.org.uk

Families and Friends of Lesbians and Gays (FFLAG)

FFLAG is dedicated to supporting parents and their gay, lesbian and bisexual sons and daughters.

7 York Court, Wilder Street, Bristol BS2 8HQ

National Helpline: 0845 652 0311

Office: 0117 9429311

www.fflag.org.uk

email: info@fflag.org.uk

Trade Unions and professional bodies**Association of School and College Leaders**

ASCL, is the professional association for leaders of secondary schools and colleges.

ASCL Headquarters, 130 Regent Road, Leicester LE1 7PG

Tel: 0116 299 1122

www.ascl.org.uk

email: info@ascl.org.uk

Association of Teachers and Lecturers

ATL helps members, as their careers develop, through research, advice, information and legal support.

7 Northumberland Street, London WC2N 5RD

Tel: 020 7930 6441

www.askatl.org.uk

info@atl.org.uk

National Association of Heads (NAHT)

NAHT provides dedicated support to its member on educational issues.

1 Heath Square, Boltro Road, Haywards Heath RH16 1BL

Tel: 01444 472 472

www.naht.org.uk

email: info@naht.org.uk

National Governors Association

Aims to improve the educational welfare of children by promoting high standards in schools, and raising the effectiveness of governing bodies.

National Governors' Association, 2nd Floor SBQ1,
29 Smallbrook Queensway, Birmingham B5 4HG

Tel: 0121 643 5787

www.nasg.org.uk

email: governorhq@nga.org.uk

Professional Association of Teachers

PAT is an independent trade union and professional association for teachers, heads, lecturers, education support staff (Professionals Allied to Teaching (PATt) and, in the Professional Association of Nursery Nurses (PANN), nursery nurses, nannies and other childcarers.

Tel: 01332 372337

www.pat.org.uk

hq@pat.org.uk

National Association of Schoolmasters Union of Women Teachers

NASUWT is committed to achieving equality for all teachers, including lesbian, gay, bisexual and transgender teachers, in both employment and civil spheres and to actively opposing all forms of harassment, prejudice and unfair discrimination. The Union has a national advisory committee for lesbian, gay, bisexual and transgender teachers which informs the work of the union and holds an annual consultation conference for LGBT members to debate and discuss issues of importance to them and to NASUWT. In addition, the union provides specialist guidance on legislation, key issues such as homophobic bullying and provides training for LGBT activists.

Hillscourt Education Centre, Rose Hill, Birmingham B45 8RS

Tel: 0121 453 6150

www.teachersunion.org.uk

email: nasuwt@mail.nasuwt.org.uk

National Union of Teachers (NUT)

NUT provides guidance for teachers on responding to and preventing homophobic bullying and runs an annual conference for LGBT teachers.

Hamilton House, Mabledon Place, London WC1H 9BD

Tel: 0207 388 6191

www.nut.org.uk

Trades Union Congress (TUC)

TUC campaigns for equal rights for lesbian, gay, bisexual and transgender people at work and in society.

Congress House, Great Russell Street, London WC1B 3LS

Tel: 020 7636 4030

www.tuc.org.uk

UNISON

The public services trade union, representing nonteaching staff in schools, UNISON promotes lesbian, gay, bisexual and transgender equality within the union, at work and in society.

1 Mabledon Place, London WC1H 9AJ

Tel: 0845 355 0845

Minicom: 0800 0 967 968

www.unison.org.uk/out

Additional support for staff

General Teaching Council for England (GTCE)

GTCE hosted a major online discussion forum investigating teachers' views on challenging homophobia and ensuring sexual orientation equality in schools. This forum brought teachers together to share their views and practices in relation to challenging homophobia in schools.

Whittington House, 19-30 Alfred Place, London WC1E 7EA

National Helpline: 0870 001 0308

www.gtce.org.uk

email: info@gtce.org.uk

Teacher Support Network

Teacher Support Network provides professional and personal support to teachers and lecturers in England.

Hamilton House, Mabledon Place, London WC1H 9BE

Tel 0207 554 5200

www.teachersupport.info

email: enquiries@teachersupport.info

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Homophobic bullying

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Support from Children's Services in relation to tackling homophobic bullying in schools

Stonewall's education champions programme

Stonewall's Education Champions Programme

provides bespoke support and guidance to local authorities in tackling homophobia and homophobic bullying in their local schools. Southwark has joined Stonewall's programme in order to develop our work with schools and youth service providers, in addressing homophobic bullying and promoting a safe and inclusive learning environment for all young people.

Homophobic bullying is endemic in Britain's schools.

Stonewall research published in 2007 demonstrated that almost two thirds of lesbian, gay and bisexual pupils in secondary schools have experienced homophobic bullying.

Furthermore, homophobic bullying doesn't only affect lesbian, gay and bisexual young people: any young person perceived as 'different' or gay or who has gay friends and family may also experience homophobic bullying.

Tackling homophobic bullying in schools doesn't have to be difficult.

Schools which take a zero-tolerance approach to homophobic bullying and ensure that staff have the confidence and support they need to tackle it, provide safe and positive learning environments for all children and young people. In schools that say homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied. Addressing homophobic bullying is easier with support. The Education Champions Programme will help us provide this support to schools and youth service providers.

Local authorities have an important role to play in addressing homophobia and homophobic bullying.

The Education Champions framework for action will help us to reflect on existing good practice and build on work to tackle these issues in our schools across Southwark.



What do education champions do?

- Encourage leadership
- Provide a guiding role for schools
- Consult with a range of stakeholders
- Develop policies
- Share information on best practice
- Promote a positive learning environment
- Celebrate achievements



For more information on the Education Champions Programme contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

To find out more about Stonewall's Education for All campaign to tackle homophobia and homophobic bullying in Britain's schools, visit www.stonewall.org.uk/educationforall

Bullying involving children with special education needs and disabilities

Bullying involving children with special educational needs (SEN) and disabilities

Reports from the Children's Commissioner, the National Autistic Society and Mencap show that children with SEN and disabilities are more likely to be bullied than their peers.

A 2007 Mencap survey found that eight out of ten respondents had been bullied and six out of ten had been physically hurt.

Children with SEN and disabilities are a diverse population. They have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not.

For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may;

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;

- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

This needs to be addressed across the school and particularly in the school anti-bullying policy. Duties for schools and local authorities established through the Disability Discrimination Act 2005 have helped make tackling this a priority.

It is also important to recognise that all children are potentially vulnerable to bullying and that learners with SEN and disabilities may be bullied for a range of other reasons too.

Many disabled people also experience bullying in adult life. This makes developing a positive culture and anti-bullying message in school even more important. To achieve this, it is essential that all learners, parents and staff understand what is meant by bullying. Some learners with SEN and disabilities are less likely than others to recognise and report bullying behaviour.



They may need help to do this. There are many effective approaches to address bullying behaviour, these should be used within a whole school approach to maximise their effectiveness.

Because learners with SEN and disabilities will have varied needs, selecting the right approach needs sensitivity and awareness of the strengths of the children involved. For example;

- Learners with language difficulties are less likely to find verbal fogging techniques work for them.
- Some learners will struggle to remember details of an incident several days later. This means that in their case, action should be taken at once if it is to be meaningful.
- Some learners with SEN and disabilities cannot recognise bullying behaviour nor identify the child who is using bullying behaviour. In such circumstances, work with bystanders and ongoing proactive work will be most productive.

A whole school approach develops and reviews a strategy by regularly consulting the entire school community. Learners with a range of needs including learning disability, sensory impairment and behavioural, emotional and social difficulties, (BESD) may require specific communication support to state their views. Also in reporting bullying, staff will need to check their understanding.

A range of tools can be developed with learners to counter prejudice and foster a positive ethos. These include;

- Posters.
- Films on DVD;
- Anti-bullying songs.
- Drama productions about bullying or difference.
- PowerPoint presentations.
- Online activities including researching topics and producing information for their school.
- Assemblies with a focus around different needs.

All staff working with children need to know of their individual needs, although will not need to have detailed information on a particular child's SEN and disability unless there is a specific reason.

This could be a reasonable adjustment to support their needs. They will need to know the extent to which a learners' SEN and disability may lead them to bully others or display disruptive behaviour. Staff need to be alert to changes in learners' behaviour and make sure they understand the cause.

Often it is due to factors not related to their SEN or disability. Some learners with SEN and disabilities may be unable to recognise that they are being bullied and may not be able to report it.

A preventative programme challenges prejudice and works with the majority of learners to reinforce messages that bullying is not to be tolerated.

Bullying should not be tolerated and should always be followed by an immediate and appropriate response. This response should be selected from a menu of tools within consistently applied framework. A 'one size fits all' approach is unhelpful when supporting children with a range of SEN and disabilities who experience bullying. When choosing an approach, knowledge of the learners particular needs and the impact on their social development is essential.



Action Summary

Celebrate the anti-bullying work of the school and all of its pupils.

Adopt a rights-based approach to bullying – children with SEN and disabilities have the same right to be safe as other children.

Have a robust and consistent whole-school approach to bullying, which makes it clear that bullying on the grounds of disability will not be tolerated.

Schools can also: **Embrace** the Disability Equality Duty and proactively promote equality. Work to eliminate harassment and discrimination and produce a Disability Equality Scheme.

Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Bullying involving children with special educational needs and disabilities

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications, Tel: 0845 60 222 60

Legislation and guidance in relation to bullying involving children and young people with special educational needs and disabilities

The Disability Discrimination Act

The Disability Discrimination Act 1995 (as amended), section 49A, requires schools to take a more proactive approach to promoting disability equality and eliminating discrimination. Among its provisions are requirements on schools to promote positive attitudes towards disabled people and to eliminate harassment. There are obligations for governors and head teachers.

The Act sets out two duties:

- A **general** duty to promote disability equality, which applies to all public authorities and schools.
- A **specific** duty on publicly-funded schools to prepare and publish a disability equality scheme showing how they are meeting the general duty.

The **general duty** requires schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled people and others.
- Eliminate unlawful discrimination.

- Eliminate harassment of disabled people that is related to their disability.
- Take steps to take account of disabled people's disabilities, even where that involves treating them more favourably.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life. Schools may need to:
 - Raise awareness amongst staff and pupils of disability-related harassment.
 - Understand the nature and prevalence of bullying and harassment.
 - Recognise and address bullying and harassment.
 - Involve pupils themselves in addressing bullying.

The **specific duty** requires schools to:

- Prepare and publish a disability equality scheme.
- Involve disabled people in its development.



- Implement the scheme.
- Report on it.
- Consider whether any adjustments are needed to the policy to take account of the needs of children with SEN and disabilities.

The need to eliminate harassment of disabled people should impact directly on disabled pupils' experience of bullying in schools. The resource pack '[Implementing the DDA in schools and Early Years Settings](http://www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/ddapart0)' offers further information and can be found at: www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/ddapart0

Governors have a responsibility to:

- Lead on shaping the ethos of the school.
- Review the school's behaviour policies, set the agenda for making these effective; publish and review a disability equality scheme and ensure that staff and pupils are protected from discrimination on the grounds of disability.

Head teachers' legal responsibilities are to:

- Determine and publicise the more detailed measures (rules, sanctions, rewards 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. The measures must be determined with a view to encouraging good behaviour and respect for others by pupils and, preventing all forms of bullying among pupils.

As school policies are updated in line with disability equality duties, head teachers and the senior management team should ensure that they are understood and followed by the whole school community to enhance the experience of school life for learners with SEN and disabilities. It is a legal requirement to consult with the head, staff, parents and pupils when making or revising the statement of principles and to involve disabled people in developing the disability equality scheme.

The special educational needs coordinator (**SENCO**) has a particular role to play in ensuring the well being of children with SEN and disabilities.

As well as being champions of inclusion, SENCOs can:

- Encourage staff training in disability equality and raise awareness of the disability equality duties.
- Contribute to policy development and review and enable the participation of disabled children in consultations.
- Ensure learners with SEN and disabilities who are bullied receive support and help in preventing and dealing with it.

- Monitor the impact of anti-bullying interventions on individual learners with SEN and disabilities.
- Ensure learners with social and behavioural needs receive appropriate support to prevent bullying behavior where needed.



Safe to Learn guidance:

- ▶ Embedding anti-bullying work in schools
- ▶ Bullying involving children with special educational needs and disabilities

Copies of the guidance can be downloaded from www.teachernet.gov.uk

Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Sentinel incident recording system

Revision of the Southwark Council Procedure for Recording Racist Incidents Involving Children and Young People in School.

This Local Authority procedure has recently been revised. Following a successful local pilot, the current fax-based reporting system is being replaced by the Sentinel web-based system. With effect from September 2008, all racist incidents should be recorded on the Sentinel system. To view the system go to:

<https://www.vantage-sentinel.com/southwark>

User name: guest

Password: guest



Accordingly, the present procedure will become obsolete at the end of the Summer Term 2008.

To use the system schools need to be issued with user names and passwords. For further support on the administration of the Sentinel system (e.g. managing passwords etc), please contact:

Matthew Abbott

Management Information and Analysis Team (MIA)

020 7525 2711

matthew.abbott@southwark.gov.uk

in the first instance.

For support on dealing with racist incidents and other hate-incidents including bullying, contact:

Deirdre Barry

(Healthy Schools, PSHE Team)

020 7525 7634

deirdre.barry@southwark.gov.uk

Optional, Additional Use of Sentinel

Sentinel also allows schools to record incidents of bullying other than racist incidents. This provides confidential access to useful self-evaluation data to the school on Staying Safe and helps to eliminate harassment under the school Equality Scheme.

Sentinel users can capture a detailed view of each incident and easily identify common patterns (e.g. in the location of incidents or the behaviour of participants). This in turn can inform actions to remove bullying hot spots, for example. Moreover, by moving from a paper-based to a web-based system, recording and reporting are streamlined into a single process.

Each incident is categorised as general bullying or as a hate-incident (e.g. racist or homophobic or related to disability) which offers possibilities for future work around this agenda. For this reason, schools are encouraged to explore the use of Sentinel for incidents other than racist incidents with the assurance that this data would not be collated or reported on at school level by the Local Authority.

To sign up to the sentinel system for your school please contact Deirdre Barry on 020 7525 7634 or email deirdre.barry@southwark.gov.uk

<http://www.southwark.lgfl.net/common%5Finformation/MIA/RacistIncidentMonitor.htm>

Support and resources in relation to bullying involving children and young people with special educational needs and disabilities

Journal articles

'Bullying'

A summary of the findings and recommendations from the Education and Skills Committee report on bullying.

[Special Children](#), no. 177 (March/April 2007)

'Facing the issues'

This article outlines strategies for dealing with bullying and includes ideas which incorporate drama, poetry, board games and art.

[Bradshaw, S. Special! National Association for Special Educational Needs](#) (Summer 2005)

'Focus on ... bullying'

Explores the lack of information about bullying, particularly in respect of children with special educational needs.

[Special Children](#), no. 172 (April/May 2006)

Publications

[The Anti-bullying Handbook](#)

This book explores what bullying is and how to stop or prevent it. The first part of the book provides an overview of what is understood by bullying. The second part focuses on preventative strategies and interventions.

[Sullivan, K. Oxford University Press](#) (2004)

[B is for Bullied: The experiences of children with autism and their families](#)

The National Autistic Society (2006)

www.autism.org.uk/content/1/c6/01/18/57/bullying.pdf

[Bullying of children with autism in secondary schools](#)

Research Autism Research report 2008

www.researchautism.net



Bullying and Deaf Children: A guide for schools

Provides a checklist and a starting point for introducing a strategy for dealing with bullying into existing school policies. It is useful for planning a policy on behaviour specifically aimed at meeting the needs of deaf children.

National Deaf Children's Society (2006)

www.ndcs.org.uk

Bullying and Disability

This briefing looks at evidence of the increased vulnerability of children and young people to bullying and the impact this can have on them. It suggests what further action can be taken by schools and those working with disabled children and young people to ensure that they are providing inclusive, safe and positive environments.

National Children's Bureau (April 2007)

www.anti-bullingalliance.org.uk

Children on Bullying: A report by the Children's Rights Director for England

Ofsted (2008)

www.rights4me.org/content/beheardreports/159/bullying_report.pdf

Educating Children with Facial Disfigurement: Creating inclusive school communities

Offers practical advice for teachers and others working in education on how to foster inclusive attitudes towards learners with facial disfigurements. Includes advice on how to deal with teasing, name-calling and bullying.

Frances, J. Routledge Falmer (2004)

Education and Skills Committee Report on Bullying

The House of Commons (27 March 2007)

www.publications.parliament.uk/pa/cm200607/cmselect/cmeduski/85/85.pdf

Excellence and Enjoyment: Social and Emotional Aspects of Learning

DFES and Sure Start (May 2005). Ref: DfES

1378-2005 G

www.bandapilot.org.uk/primary/seal/downloads/pns_seal137805_guidance.pdf

Guidance on the Education of Children with Behavioural, Emotional and Social Difficulties (BESD)

Revised guidance has been published to help schools and LAs consider what support and provision are most likely to help remove barriers to the achievement, health and emotional well-being of children and young people experiencing BESD.

www.teachernet.gov.uk/_doc/12604/BESD%202008%20guidance.doc

How to: Involve children and young people with communication impairments in decision-making

Part of the 'how to' series of guides from Participation Works 2008.
www.participationworks.org.uk/

Implementing the DDA in Schools and Early Years Settings

A training resource for schools and local authorities.
www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/ddapart0

School Councils for All: Including disabled learners and learners with special educational needs

Offers practical support for an existing school council to become more inclusive or for new school councils to build on a foundation of inclusive practice.

Simon, J and Stone, J. School Councils UK (2005).
www.schoolcouncils.org

They Won't Believe Me

A booklet about why children with a learning disability are more likely to be bullied and tips for preventing bullying.

Mencap (2005)
www.mencap.org.uk

Bullying wrecks lives

A report about the experiences of bullying of children and young people with a learning disability.

Mencap (2007)
www.mencap.org.uk

Websites**Anti-Bullying Alliance**

ABA brings together over 65 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

www.anti-bullyingalliance.org.uk

ChildLine

ChildLine is the free helpline for children and young people in the UK. Children and young people can call on 0800 1111 to talk about any problem.

www.childline.org.uk

Contact a Family

A UK-wide charity providing advice, information and support to the parents of all disabled children – no matter what their disability or health condition. It also enables parents to get in contact with other families, both on a local and national basis.

www.cafamily.org.uk

Council for Disabled Children

CDC is the umbrella body for the disabled children's sector in England. It works to influence national policy that impacts upon disabled children and children with special educational needs (SEN) and their families.

www.ncb.org.uk/cdc

Don't Stick it, Stop It!

Mencap's website that campaigns against the bullying of young people with a learning disability.

www.dontstickit.org.uk

Foundation for People with Learning Disabilities

The Foundation for People with Learning Disabilities works to promote the rights, quality of life and opportunities of people with learning disabilities and their families. They also host the 'Choice Forum' at www.choiceforum.org

www.fpld.org.uk

I CAN

I CAN works to support the development of speech, language and communication skills in all children, with a special focus on those who find this hard: children with a communication disability.

www.ican.org.uk

In the Picture

In The Picture (Scope) aims to encourage publishers, illustrators and writers to embrace diversity – so that disabled children are included alongside others in illustrations and storylines in books for young readers.

www.childreninthepicture.org.uk

Kids

Information and resources on supporting children with SEN and disabilities in accessing play, leisure, education and family support.

www.kids-online.org.uk

Making Ourselves Heard

Making Ourselves Heard is a project that aims to ensure the active participation of disabled children and young people in all decisions directly affecting them; in the development of their local communities; in the strategic planning of services; and in all aspects of the work of the Council for Disabled Children.

www.ncb.org.uk/cdc_moh

Mencap

Mencap is the UK's leading learning disability charity working with people with a learning disability and their families and carers.

www.mencap.org.uk

National Autistic Society

The National Autistic Society champions the rights and interests of all people with autism and aims to provide individuals who have autism, and their families, with help, support and services.

www.autism.org.uk

National Children's Bureau

NCB is the umbrella body for organisations working with children and young people in England and Northern Ireland.

www.ncb.org.uk

Transition Information Network

TIN is an alliance of organisations that aim to improve disabled young people's experience of the transition to adulthood.

www.transitioninfonetwork.org.uk

Safe to Learn guidance:

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Copies can be ordered from DCSF publications,
Tel: 0845 60 222 60

Support from Children's Services in relation to bullying involving children and young people with special educational needs (SEN) and disabilities

Inclusion and SEN Service

The Inclusion and SEN service is an integral part of Southwark Children's Services working with a multi agency framework to provide support to schools, parents and other partners that contributes to the achievement of children and young people with SEN/LDD. Children with SEN achieve well in Southwark schools when compared to national benchmarks. Inclusion and SEN Service consists of:

SEN statutory team

The team manages the LAs statutory functions with regard to the identification, assessment, placement and monitoring via annual review of children with statements of SEN.

Inclusion & monitoring

The team provides support to schools, particularly Inclusion Managers and SENCOs, with self evaluation, monitoring, planning provision to meet need (provision management), tracking pupil progress, providing appropriate support and challenge and disseminating best practice.



Schools can contact the Inclusion & Monitoring Team for advice and guidance on inclusion and participation, teaching and well-being of pupils with learning difficulties and disabilities.

The Team will provide advice and guidance to schools in relation to:

- Provision for pupils facing barriers to teaching
- The Planning and Management of provision to meet pupil's additional educational needs and those of vulnerable groups
- Schools duties in line with:
 - The SEN Code of Practice 2001
 - The Disability Discrimination Act (Schools) 2005

- Ensuring good progress for underperforming and vulnerable pupils and those with SEN
- The Inclusion & SEN service is working with Special Schools in the London Borough of Southwark to develop person centred planning/reviews: To ensure that the voice of the child is central to the process of establishing and reviewing provision



For further information contact
Rachel Blunt
email rachael.blunt@southwark.gov.uk

Organisations that can offer support

Organisations that can offer support on bullying

Anti-Bullying Alliance (ABA) Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Tel 020 7843 1901

www.anti-bullyingalliance.org.uk

11 Million (the Office of the Children's Commissioner)

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.

Tel 0844 8009113

www.11million.org.uk

Act Against Bullying

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Tel 0845 230 2560

www.actagainstbullying.com/

Actionwork

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Tel 01934 815163

www.actionwork.com/

Advisory Centre for Education

Advice line for parents on all procedural matters concerning schools.

Tel 0808 800 5793

www.ace-ed.org.uk

Advisory Council for the Education of Romany and other Travellers (ACERT)

The Advisory Council for the Education of Romany and other Travellers (ACERT) is an organisation which gives information and advice to travellers. It can deal with enquiries from pre-school to adult education, including special educational needs and suspension or expulsion from school. ACERT produces a variety of publications and information leaflets. An sae should be enclosed with a written enquiry.

[Moot House, The Stow, Harlow, Essex, CM20 3AG](#)

Beatbullying

Aims to reduce and prevent the incidence and impact of bullying by devising anti-bullying strategies for young people by young people.

[Tel 0845 338 5060](tel:08453385060)

www.beatbullying.org

Bully Free Zone

Provides a peer mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.

[Tel 01204 454958](tel:01204454958)

www.bullyfreezone.co.uk

Bullying Online

Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils.

www.bullying.co.uk

Channel 4 LGB Teens

Channel 4 has developed a microsite for young lesbian, gay and bisexual people. It provides information about coming out, staying safe, and how to respond to bullying.

www.channel4.com/health/microsites/L/lgb_teens/index.html

Chatdanger – a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting.

www.chatdanger.com

The Child Exploitation and Online Protection Centre (CEOP)

Has produced a set of resources around internet safety for secondary schools called Think U Know, see

www.thinkuknow.co.uk.

CEOP also provide resources and training in delivering the Think U Know presentation in schools.

ChildLine

Offers a free, 24-hour helpline and counselling service for children in distress or danger.

[Tel 0800 1111](tel:08001111)

www.childline.org.uk

Childnet – a range of resources for primary and secondary schools, for children and young people, for teachers and for parents

www.childnet-int.org

www.digizen.org

Children: Homes, Advice and Teaching Ltd (C:HAT)

C:HAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives; through consultancy, behaviour management and children's homes.

Tel 0116 259 3008

www.chatltd.com

Children's Legal Centre

Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.

Tel 0800 7832187

www.childrenslegalcentre.com

Coastkid

A website developed by Brighton and Hove City Council to explore the various aspects of bullying, including homophobic bullying.

www.coastkid.org

Commission for Racial Equality

A publicly funded, non-governmental body set up under the Race Relations Act 1976 to tackle racial discrimination and promote racial equality. As from 2009 will become part of the Equality and Human Rights Commission.

Tel 020 7939 0000

www.cre.gov.uk

www.equalityhumanrights.com

Cyberbullying.org – one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian-based site.

www.cyberbullying.org

Department for Children, Schools and families (DCSF)

www.dcsf.gov.uk

Diana Princess of Wales Memorial Award for Young People

The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.

Tel 0845 3372987

www.diana-award.org.uk

Educational Action Challenging Homophobia (EACH)

EACH is the charity providing UK-wide helpline support to young people experiencing homophobic bullying and award-winning training to challenge homophobia in schools for Local Authorities and schools

Tel 0808 1000143

www.eachaction.org.uk

For training details please phone: 0117 946 7606

training@eachaction.org.uk

Education for All

Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.

Tel 020 7593 1851

www.stonewall.org.uk/education_for_all

Families and Friends of Lesbians and Gays (FFLAG)

FFLAG is dedicated to supporting parents and their gay, lesbian and bisexual sons and daughters. National Helpline:

0845 652 0311

Office: 0117 9429311

www.fflag.org.uk

email: info@fflag.org.uk

Imaan

A social support group for lesbian, gay, bisexual and transgender Muslims, their family, friends and supporters, and those questioning their sexuality or gender identity.

www.imaan.org.uk

Jewish Gay and Lesbian Group

Provides an atmosphere of friendship and support for Jewish gay men, lesbians, bisexuals and their partners.

www.jglg.org.uk

Kidscape

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.

Tel 020 7730 3300

www.kidscape.org.uk

Leap Confronting Conflict

Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.

Tel 0207 272 5630

www.leaplinx.com

London Lesbian and Gay Switchboard (LLGS)

LLGS provides an information, support and referral service throughout the UK. You can find out about your local LGBT youth group here. PO Box 7324, London N1 9QS

National Helpline: 020 7837 7324

Fax: 020 7837 7300

www.llgs.org.uk

email: admin@llgs.org.uk

LGBT Consortium

LGBT Consortium is an umbrella membership body that provides a range support to LGBT voluntary organisations and groups. Work includes "Freestyle London" which facilitates capacity building with LGBT youth projects/services for the benefit of young LGBT people and a Parenting project that supports parents of LGBT people in London.

Tel: 020 7064 8383

www.lgbtconsortium.org.uk

email: admin@lgbtconsortium.org.uk

Mencap

Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support.

Tel: 020 7454 0454

www.mencap.org.uk

National Autistic Society

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.

Tel: 0845 0704004

www.autism.org.uk

National Children's Bureau

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.

Tel 020 7843 6000

www.ncb.org.uk

National Society of Prevention of Cruelty to Children (NSPCC)

NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes.

Tel 0207 825 2500

www.nspcc.org.uk

Naz Project London (NPL)

NPL provides support services to South Asians, Muslims, Horn of Africans, Portuguese speakers, and Spanish speakers, including parents and carers of gay people from black and minority ethnic backgrounds.

Tel: 020 8741 1879

www.naz.org.uk

email: npl@naz.org.uk

Ofsted

Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

www.ofsted.gov.uk/

Parentline Plus

Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.

Tel 0808 800 2222

www.parentlineplus.org.uk

PACE

PACE promotes the mental health and emotional wellbeing of the lesbian, gay, bisexual and transgender community. It also leads the National Family Forum.

Tel: 020 7700 1323

Fax: 020 7609 4909

www.pacehealth.org.uk

email: general@pace.dircon.co.uk

Queery

A national search engine for the lesbian, gay, bisexual and trans communities, Queery provides information on local LGBT youth groups and other local events

www.queery.org.uk

Safra project

The Safra Project is a resource project working on issues relating to lesbian, bisexual and/or transgender women who identify as Muslim religiously and/or culturally.

www.safraproject.org

StopText bully – a website dedicated to mobile phone bullying, contains advice for young people including how to contact your operator.

www.stoptextbully.com

Pink Parents

Pink Parents works for lesbian, gay and bisexual parents and their children, providing information, resources, advice and access to local groups.

National Helpline: 08701 273 274

Office: 0161 633 2037

www.pinkparents.org.uk

School's Out!

Schools Out provides both a formal and informal support network for all people who want to raise the issue of homophobia in education.

Helpline (Male): 01582 451 424

Helpline (Female): 0207 635 0476

www.schools-out.org.uk

email: secretary@schools-out.org.uk

Stonewall

A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals.

Tel 020 7593 1850

www.stonewall.org.uk

Teachernet

www.teachernet.gov.uk

Terrence Higgins Trust (THT)

THT provides information and resources on HIV & AIDS, as well as information about challenging homophobia. They are increasingly providing youth groups around the country, and are able to visit schools and make presentations.

020 7812 1600

www.tht.org.uk

email: info@tht.org.uk

The Who Cares? Trust

The Who Cares? Trust has a new website for young people in care aged between 12-19 on

www.whocares?xtra.org.uk

UK Observatory for the Promotion of Non-Violence

A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people.

Tel 01483 684552

www.ukobservatory.com

Victim Support

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 Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying.

Tel 0845 3030900

www.victimsupport.org.uk

YoungMinds

YoungMinds provides a service for parents or carers of children and young people experiencing difficulties at school owing to mental health problems about the mental health or emotional well-being of a child or young person.

Tel: 020 7336 8445

Fax: 020 7336 8446

Parents information line: 0800 018 2138

E-mail: enquiries@youngminds.org.uk

Website: www.youngminds.org.uk

Young Voice

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. www.young-voice.org

Youth Justice Board for England and Wales

Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17.

Tel 020 7271 3031

www.youth-justice-board.gov.uk

Local organisations**Little Fish Theatre Company**

Little Fish has over 10 years experience delivering training for teachers and offer a creative approach to personal, social, health and citizenship education. The anti-bullying INSET aims to offer practical resources and classroom activities that stimulate discussion and explore the problem of bullying from all sides. Looking at real-life situations we focus on rehearsing ways to prevent and confront the problem of aggressive behaviour. This programme can be used either to complement existing policies or to help stimulate the development of a policy on bullying behaviour within schools. Topics include: what is bullying behaviour, the cycle of bullying, peer pressure, and getting young people to ask for help.

Contact: Little Fish Theatre Company Limited,

The Forum @ Greenwich, Trafalgar Road, London SE10 9EQ.

Tel: 020 8269 1118

alex@littlefishtheatre.co.uk

www.littlefishtheatre.co.uk

Cambridge House

Cambridge House Advocacy Team has an advocacy service for children and young people (disabilities), available to children and young people living in Southwark. We

- Support young people to say what they want
- Help secure young people's rights
- Represent young people's interests
- Involve young people in decisions that affect them
- Work independently and only for the young person
- Avoid conflicts of interest
- Promote social inclusion.

We are not able to: be a support worker, persuade young people to make certain decisions or agree with others, decide what is in the best interests of a young person, mediate or counsel, befriend.

Contact: Linda Cleverly,

Child and Young Person Advocate (Disability)

Cambridge House Advocacy Team, 131 Camberwell Road, London, SE5 0HF

Telephone: 0207 358 7007

Email: lcleverly@ch1889.org

Fax: 0207 7703 2903

Children's Services: PSHE/Healthy Schools

The PSHE and Healthy Schools team can support the development of policy and practice on anti-bullying and positive behaviour in a variety of ways.

- Identifying and facilitating agency provision through the Agencies Supporting Schools Programme
- Supporting the completion of the Healthy Schools Standards in Emotional Health and Well-Being, including support for action planning
- Facilitating whole school development of anti-bullying/positive behaviour policies and programmes of work in school
- Ensuring the cohesion between SEAL and the PSHE programme of work
- Auditing of existing programmes of work

Contact Clare Smith

Tel: 07944 474 292

clare.smith2@southwark.gov.uk

Education Welfare and Attendance Service is available to;

Advise schools on alternatives to exclusion, assist in drawing-up Pastoral Support Programmes for individual pupils at risk of exclusion, facilitate targeted parenting programmes, undertake / model group work for pupils at risk of exclusion, provide guidance and support in respect of safeguarding and child protection issues

Contact 020 7525 2714 or 2702

Futures Theatre Company

Futures Theatre Company offer a 'Whole School Approach' to Anti Bullying work. Workshop leaders deliver bespoke participatory drama workshop in both primary and secondary schools. Workshops focus on Anti Bullying and surrounding issues (including 'Conflict Resolution' and 'Gangs and Weapons').

Contact: Futures Education Officer, Flair May for further information on 020 7928 2832

flair@futurestheatrecompany.co.uk

www.futurestheatrecompany.co.uk

GATES

GATES is a confidential service for young people affected or involved in gang related violence. It's confidential and provides information and support. Call GATES for FREE on 0800 458 9109. For those who prefer to text questions to this service you simple text GATES TALK and your message to 82055. And GATES will text you back with information or advice. You can also sign up to FREE text alerts that will give you information on local events, training and safety tips. Just Text GATES then your age to 82055.

LGBT hate crime caseworker

Offering practical and emotional support and advocacy for Lesbian, Gay, Bisexual or Trans people who have experienced or are experiencing homo/bi/transphobic harassment in their school, neighbourhood, work, or on the street because of their sexual orientation or gender identity. Working with people who live, work, study or socialise in Southwark.

Tel: 020 7232 1107

Fax: 020 7232 0860

Email: hatecrimeproject@bedehouse.org

www.bedehouse.org

LGBT Consortium – Parenting project

Teachers can refer parents to the Parenting Project, which offers information and support to the parents and carers of LGBT and questioning young people. The Parenting Project team will also be offering training in the 2008 to teachers and generic services around LGBT issues faced by young people and their families. Part of the day will be used to look at the new legislation that has been passed over the last year.

Contact Rita Mccloughlin, Parent Support Coordinator

Email: rita@lgbtconsortium.org.uk

Tel: 0207 064 6502, switchboard 0207 064 8383

London Bubble Theatre Company

The Respect In Primary Project aims to work with whole classes exploring issues around bullying, peer pressure, conflict management and forming friendships.

This London Bubble project aims to: provide a safe space where pupils can explore their thoughts, feelings and attitudes, illustrate effective ways of dealing with aggressors and aggression, raise levels of self-esteem and self-confidence, increase awareness of effective communication among peers and teachers, work alongside the class teacher to pass on drama techniques that they can use in their PSHE or circle time. The project runs over a term with one session a week and can work with up to 3 classes within one schools day (90 children and 3 teachers in each setting)

Contact: 020 7237 4434

Multi-Lingual Community Rights Shop

The Community Rights Shop aims to ensure that black and ethnic minority, migrants, asylum seekers and refugee communities whose first language is not English are able to have access to free independent advice of an appropriate quality.

Tel: 020 7703 4442

Fax: 020 7703 8393

213 Camberwell Road, London SE5 0HG

www.mlcrs.co.uk

Oval House Theatre

Oval House Theatre has developed 'Back on Track', a unique arts education programme that can be delivered to Southwark schools, PRU's and youth offending teams. Back on Track is a programme of participatory arts workshops that focus on positive behaviour. The programme uses drama games, role play, story telling and forum theatre. They can also provide INSET / Professional development training.

Contact: Emily Doherty on 0207 735 2869 or emily.doherty@ovalhouse.com

Scary Little Girls Theatre Group

Scary Little Girls create bespoke workshop packages for all schools and community bodies. We have created workshop programmes and training for primary, secondary, special schools and PRUs for students and staff covering a range of issues, including: positive Behaviour, anti-bullying, domestic violence, transition, conflict resolution, assertiveness and rights and responsibilities as well as a range of curriculum subjects.

Contact: Rebecca Mordon on 0207 503 1363

or email the office on info@scarylittlegirls.co.uk

www.scarylittlegirls.co.uk

Safer Schools Team, Southwark Police

All Southwark senior educational establishments have an allocated school beat officer, and each primary school has a nominated single point of contact officer from the local safer neighbourhood team.

If you do not know whom this officer is please ring the

Safer Schools Team on 020 7232 6148 / 6111

or Dave.Snow@met.police.uk

Lindsey.Ball@met.police.uk

Southwark Mediation Centre (SMC)

SMC is an independent community organisation that specialise in providing Mediators to support people who are caught up in conflicts or disputes but wish to work towards a positive resolution with the help of the Mediators. Their area of expertise include conflicts that involve young people in and out of school, bullying, exclusion, anti-social behaviour, hate crimes and neighbour disputes. They accept cases directly from residents of Southwark as well as police, schools, anti social behaviour unit, Southwark Council and Housing Trusts/Associations.

They also provide training to young people from the ages of 10-21 and adults.

Contact 020 7708 4959

email: admin@southwarkmediation.co.uk

Southwark Police

The Youth Involvement Inspector has leadership of all youth focused police teams, policy and practice, including Safer Schools Team, Volunteer Police Cadets, Youth Offending Team. Please contact the Inspector if you have any matters which are not appropriate to raise with the School Beat Officer (Senior Schools) or Single Point of Contact Officer (Primary Schools)

Contact: caroline.simmonds@met.police.uk

Tel: 020 8721 2398

Southwark Travellers Action Group (STAG) Peckham Settlement, Goldsmith Road SE15 5TF (020 7639 1823)

STAG provides advice and support to Traveller families and schools around bullying and other school and social issues.

Traveller Education Support Service

The Traveller Education Support Service (STESS) works with parents and carers from Gypsy, Roma, Traveller (GRT), fairground and circus communities, to improve access and inclusion for their children in mainstream education. Teachers and parents should contact STESS for support regarding bullying of Gypsy Roma and Traveller children and young people.

Contact David Cannon

Tel: 020 7525 2859

childrens.info@southwark.gov.uk

Children's Services, 15 Spa Road, London, SE16 3QW

Victim Support in Southwark

R U OK! Affected by Bullying? Victim Support in Southwark offers support and information to young people experiencing bullying and harassment. Our support is confidential and non judgemental. Call 0207 378 8886 if you need to talk.