# Swallownest Primary School

## Behaviour, Exclusion and Anti-Bullying Policy

(incorporating Physical Restraint)

**"What is considered to be a disruptive behaviour is not always agreed upon by everyone. What must be agreed upon is that desirable behaviours are reinforced and used as a model for others".**

# *Behaviour, Exclusion and Anti-Bullying Policy*

*"Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power."*

*Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.*

Swallownest Primary School is a community where children and adults feel valued and respected. We recognise everyone is unique and should be treated fairly as an individual. We want to build up and foster a community where children feel safe and confident, where they are happy to learn and develop. We will not accept hurtful behaviours to others.

We recognise there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

Bullying of any kind is unacceptable at Swallownest Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. We celebrate diversity and promote cohesion within our community.

**In supporting our drive for awareness of bullying, we:**

- Foster positive and caring attitudes towards each other.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- Manage behaviour consistently throughout school with parental involvement and cooperation.
- Understand the responsibility of the bystander.
- Ensure a common understanding of what is acceptable/unacceptable behaviour.
- Help children, staff and parents to have a sense of direction and feeling of common purpose.
- Celebrate good behaviour.

**The Principals**

This policy is to promote behaviour in a positive way, through good relationships between staff and children. A mutually supportive, caring and purposeful atmosphere helps us achieve our aims.

- To create a warm, calm, orderly atmosphere that promotes a sense of community.

- To achieve a consistency of attitude and approach by staff that gives a sense of security and safety and clear expectations to children.
- To ensure consistent, effective management of behaviour across the school.
- To ensure that all members of the school community are aware of our values and that they are reflected in our behaviour.
- To promote the continual development of all staff and support new staff.
- To ensure that all governors, staff and children understand their roles and responsibilities within the school.
- To develop a partnership with parents/carers in the behaviour management of their child.

**Children's responsibilities:**

- To treat others with respect
- To work to the best of their ability and to allow others to do the same
- To cooperate with other children and adults
- To take care of property and the environment in and around school
- To follow the instructions of the school staff
- To take responsibility as a bystander
- To help create and to understand the school rules
- To help in decision making through the School Council
- To work towards personal targets
- To know what is expected of them

**School staff's responsibilities:**

- To treat all children fairly and with respect
- To raise children's self-esteem, independence and develop their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment, physically and emotionally
- To use rules and sanctions clearly and consistently
- To use a consequence ladder in class for all children
- To liaise with parents
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- To be a good role model in relationships with both adults and children
- To recognise that each child is an individual and to be aware of their needs
- To maintain high standards of self discipline in time-keeping, classroom organisation, resources appearance and own behaviour.
- To maintain a high level of supervision
- To liaise with the Inclusion and Pastoral Support Mentor/SEND coordinator in developing extra support for children with specific behavioural need, setting personal targets where necessary. This may result in placement on the SEND Register or inclusion register and initiation of a Behaviour Plan and/or involvement of the Educational Psychologist (subject to parental agreement)

**Parents' responsibilities:**

- To show an interest in what their child does in school
- To foster good relationships with the school
- To encourage independence and self discipline
- To ensure children attend school regularly and on time
- To make children aware of appropriate behaviour in all situations
- To support the school in the implementation of this policy

- To assist in setting personal targets

This aspect of our policy reflects the following guidance:
**'Preventing and Tackling Bullying', Gov.uk website 2014**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

**From September 2015, the Ofsted Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, refers to the key judgement on the personal development, behaviour and welfare of pupils in the school.**

**Ofsted Criteria**

- Inspectors must make a clear written judgement about behaviour and a separate clear written judgement about personal development and welfare in the report. Where the judgements differ, the lower of the two will determine the overall judgement for personal development, behaviour and welfare and is recorded in the report.
- Inspectors will make this judgement using evidence seen during the inspection as well as evidence of trends over time. The judgement will be informed by documentary evidence about behaviour, including how the school tackles poor behaviour, as well as discussions with and observations of pupils at break times, lunchtimes and between lessons. Inspectors will assess the school's use of exclusion, including the rates, patterns and reasons for exclusion, as well as any differences between groups of pupils. Inspectors will gather the views of parents, staff, governors and other stakeholders.
- Inspectors must take account of the views different groups of pupils express, their experiences of others' behaviour and attitudes towards them, and their understanding of the importance of such attributes in school and adult life.
- Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), disabled pupils and those who have special educational needs, looked after children, those with medical needs and those with mental health needs. Inspectors must look at a small sample of case studies about the experience of these pupils.

**The Equalities Act 2010** aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas pertinent to Children and Young People are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours; behaviours that are persistent and repeated over time.

- **Verbal** *e.g. name-calling, making offensive comments, taunting*
- **Physical** *e.g. kicking, hitting*
- **Emotional** *e.g. spreading hurtful and untruthful rumours, excluding people from groups*
- **Cyber** *e.g. inappropriate texting/emailing, inappropriate use of MSN e.g. sexting*
- **Written** *e.g. ridicule through drawings and writing e.g. on planners/PC's*
- **Incitement** *e.g. encouraging others to bully*
- **Extortion** *e.g. demands for money or personal property*
- **Racist** *e.g. racial taunts, graffiti, gestures*
- **Sexual** *e.g. unwanted physical contact, sexual abusive comments*
- **Homophobic** *e.g. because of, or focusing on issues of sexuality*
- **Sexting** *e.g. images or videos generated by children under the age of 18 that are of a sexual nature or indecent*
- **Online/Cyber** *e.g. inappropriate texting/emailing*
- **SEND** *e.g. Special Educational Needs and Disability*
- **Damage to Property** *e.g. theft of bags, tearing clothes, ripping books*

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

**Impact of Bullying**

Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

**Some Signs of Bullying**

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

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

**Promoting Good Behaviour**

At Swallownest Primary School we consider it is important that praise and rewards should have a considerable emphasis within school and children will thus achieve recognition for a positive contribution to school life. The attention of our school should not be limited to those whose academic work is outstanding or to those whose behaviour is consistently challenging. It is expected that good standards of behaviour will be encouraged through the consistent application of our school values supported by a balanced contribution of rewards and consequences within a constructive school ethos. It is important to develop and maintain consistency in the application of our reward system. It is also important that the children themselves become accountable for management of their own behaviour.

**Aims**

- To reward desired behaviours through positive acknowledgement.
- To ensure consistency between staff and children in rewarding behaviour tangibly.
- To maintain a consistent pattern of rewards, which are known, understood and agreed by all.

**Rewards**

Positive reinforcement throughout the school is supported by a school team merit point reward system in which children are rewarded with merit point tokens for consistently adhering to school rules and trying their best. Children who remain on the Gold Door for their behaviour for a whole half term will be rewarded with some of treat. The school council has an active role in reviewing the prizes and incentives.

**Unacceptable Behaviour**

Swallownest Primary School believes that positive reinforcement is the most effective way of encouraging appropriate behaviour. However, there are occasions when it is in the best interest of the child to apply consequences to the behaviour. Staff will make sure pupils are aware that their behaviour is unacceptable and that the behaviour is within their control before a consequence is given. This message is regularly reinforced with the children through assemblies and circle times.

**What happens when behaviour is inappropriate?**

- The child is asked to stop misbehaving in a calm, quiet manner.
- We ensure that the child understands why their behaviour is unacceptable through a shared dialogue.

- We take time to discuss incidents with the children involved and explore alternative strategies.
- We encourage children to try and resolve disagreements themselves, when appropriate, with adult supervision.
- We use a progressive consequence ladder to support children to behave well in class.
- We encourage children to take responsibility for their own actions and behaviour.
- Staff will respond firmly but in such a way as to maintain a child's self esteem. It should be clear from the adult's words and actions that it is the behaviour that is unacceptable, not the child.
- Parents are included in discussions about inappropriate behaviour.
- In the majority of cases the severity of a sanction will be kept to a minimum. The aim of any sanction is to discourage future misbehaviour and to ensure the child has a clear understanding of the hierarchical consequences of any repetitions.
- Extra work such as reading, writing or maths should never be imposed as a result of inappropriate behaviour as this promotes a negative image of school work.
- Infringements of school or class rules should be dealt with by the adult responsible for the child at that time.

**Strategies which may be used in response to minor infringements or persistent misbehaviour:**

- A non-verbal signal such as a frown or a shake of the head.
- A private, verbal reminder of the need for acceptable behaviour.
- Repetition of a task if necessary.
- Involvement of Headteacher or Deputy Headteacher.
- Time-out (relevant to the age and behaviour exhibited).
- Removal from the scene of disruption.
- Isolation within the classroom.
- Removal from the classroom to another supervised area.
- Withdrawal of a privilege e.g. loss of part of a playtime.
- Class teacher/adult responsible to inform and discuss the behaviour with parents.
- School Focus Chart
- For the duty of care to children and staff, a child may be removed as a last resort to a quiet room using "Team Teach" approved escorts and holds – see Team Teach.
- Last resort - a fixed term exclusion.

*NB the last two sanctions will be carried out in accordance with the LA Exclusions Guidance.*

Extremely dangerous or violent behaviour, physical assault or verbal abuse to any member of staff, child or serious challenges to authority, could result in immediate exclusion.

## The use of "Positive Physical Intervention" to manage physically challenging behaviour at Swallownest Primary School

This policy has been prepared after staff discussions in and was then adopted by the Governing Body.

The person responsible for the policy is the Headteacher. The policy will be reviewed annually by the Headteacher, Senior Leadership Team and the Governing Body.

The policy is based upon Education and Inspections Act 2006 (part 7). Which replaced the earlier guidance including circular 10/98, "The use of Force to Control or Restrain child/young persons" and came into force on 1st April 2007. The policy should be read in conjunction with Rotherham MBC Positive Behaviour Management Policy (January 2009).
The policy has been prepared for the guidance of all teaching and support staff who come into contact with pupils with in the school to explain the school's arrangements for care and control. A statement about "Team Teach" is made to parents in the school prospectus.

Section 93 of the Education and Inspection Act 2006 stipulates that reasonable force may be used to prevent a pupil from doing or continuing to do any of the following.

- Committing any offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Prejudicing the maintenance of good order and discipline at the school or among any child receiving education at the school, whether during a teaching session or otherwise.

Use of physical interventions is always the **last resort** and must be taken in the child's best interest with the regard to the safety of all others and where it is absolutely necessary. Assessing and managing risk is central to the process of deciding whether to use force and ensuring that it is both reasonable and proportional to the circumstances.

Teaching and non-teaching staff should operate within an appropriate "Duty of Care" and follow the guidance within this policy.

**Team Teach at "Swallownest Primary School"**
Team Teach is a holistic approach that promotes 95% de-escalation and 5% positive restrictive physical techniques that are effective with challenging behaviour. A huge emphasis is placed on preventing and de-escalating situations and behaviours using the "Help Script" see Appendix one, before physical intervention becomes necessary, (**the last resort**).
However "Team Teach" does recognise that there will be times when staff are left with no other option than to step in and use positive restrictive physical interventions.
Designated staff at Swallownest Primary School are committed to "Team Teach" and we ensure that they are trained in the intermediate techniques.
Any risk associated with physical intervention is covered in great depth during initial and refresher training. While Team Teach techniques seek to avoid injury to all children, it is possible that bruising or scratching may occur accidently, these are not to be seen necessarily as a failure of professional technique but a possible side effect of ensuring that all children remain safe.

**Positive handling plans and Behaviour Management Programmes**
When classroom management is not effective in dealing with incidents of inappropriate behaviour, it may be necessary to write a behaviour management programme and a handling plan.

The class teacher is responsible for writing the plans in consultation with the Inclusion Manager and Headteacher. The programmes include behaviour at present, possible triggers, how to manage the environment and clear instructions on how to intervene. The handling plan provides clear guidance on which positive handling technique should be used and which techniques should be avoided.

The class teacher, parent, Headteacher and the child will sign the plan and programme. It will be reviewed every term. A copy of each plan is then shared with all staff. Any supply or unfamiliar staff will be given the opportunity to read all plans.

**Recording of incidents of Positive Handling**
When incidents of positive handling occur, it should be recorded in the green bound and numbered Positive Handling Book. See Appendix four and five for an example of the incident and Positive Handling sheet. There is a book in every class. Once the incident form is completed it should be signed by the Headteacher or a member of the Senior Leadership Team. All documentation should be completed within twenty four hours of an incident.
After any crisis pupils will be offered a repair and reflection process by the member of staff involved.

**Responding to Complaints and Allegations**
Parents/carers and children have a right to complain about actions taken by school staff. This might include the use of force. If a specific allegation of abuse is made against a member of staff then the school will follow the guidance set out by Safeguarding Children and Safer Recruitment in Education.

**The Senior Leadership Team**

- Oversee the implementation and review of behaviour programmes, handling plans and risk assessments
- Maintain a central record of training, evaluations and incidents
- Monitor and evaluate the effectiveness of the behaviour policy
- Support staff in dealing with behaviour issues
- Monitor, evaluate and report all incidents and positive handling records.

**Searching**
From September 2010, the power to search pupils without their consent has been extended to include, alcohol, illegal drugs and stolen property (prohibited items).
Reasonable force may be used by the searcher where resistance is expected. School staff may judge it more appropriate to call the police or if they have one, their safer school partnership (SSP) officer.
Our local authority strongly advises we do not search pupils who resist.

**Strategies to help children resolve conflicts**
We acknowledge that from time to time children will come into conflict with one another and our aim is that they should be encouraged to take responsibility for resolving such problems. This means that adults and our trained playground problem solvers in school will take responsibility for teaching them how to achieve this and by modelling appropriate strategies. Adults will also see that children carry them out and reach a positive conclusion. Children will be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing, abuse or sulking.

A suggested strategy for resolving conflict:

- Others listen without interrupting

- They are encouraged to maintain eye contact
- Each child has a turn to say:

1. What the other(s) has/have done to upset them
2. How they feel about it
3. How they would like them to behave in future

No-one is allowed to interrupt or argue and the turn taking continues until everyone has finished. The adult's role is that of mediator and facilitator of the discussion. The adult makes sure that turns are taken, that children listen to each other and maintain eye contact with the speaker.

**Important Definitions**

- **Seclusion** involves forcing a person to remain alone in a room or building by locking them in against their will. Without a court order it would be difficult to justify other than in an extreme emergency.
- **Time out** is a planned and written intervention for a child to leave the classroom.
- **Withdrawal** allows a child to leave a classroom if they feel they are in crisis.

# *Swallownest Primary School*

# *ANTI-BULLYING STRATEGY*

**What we will do as a school**

- Ensure the whole school community has an understanding of bullying and its consequences.
- Appoint a designated member of staff to support children in a pastoral role.
- Appoint an Anti-bullying Governor.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- A consistent system for recording incidents of bullying in line with RMBC guidelines.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.
  - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrator parents will be informed.

**How we will work with victims of bullying**

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to.

- Ensure that strategies are put in place to support individual needs.

- Ensure victims are consulted and kept involved and informed.

**How we will work with those accused of bullying**

- Ensure that perpetrators are listened to.

- Ensure that strategies are put in place to support individual needs.

- Ensure perpetrators are consulted, and kept involved and informed.

- Implement appropriate sanctions and learning programmes for example:
  - counselling/instruction in alternative ways of behaving
  - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
  - fixed periods of exclusion
  - permanent exclusion (in extreme cases which may involve violence)

**How we will work with bystanders**

- Ensure that they are listened to.

- Ensure that strategies are put in place to support individual needs.

- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

**10 Ways to be an Upstander**

1. Help others who are being bullied by being friendly towards them, even if this person is not your friend. Go over to them. Help them talk to an adult about any bullying that has occurred.

2. Stop untrue or harmful messages from spreading if someone tells you a rumour that you know is untrue or sends you a message that is hurtful to someone else, stand up and let the person know this is wrong.

3. Get friends involved. Let people know that you are an ***upstander*** and encourage them to be one too.

4. Build relationships outside of your circle. Include someone who is alone. Show support for a person who is upset at school by asking them what is wrong or taking them to an adult who can help.

5. Be aware of the anti-bullying policy at your school and keep it in mind when you witness bullying.

6. Reach out to new people at your school. Make an effort to introduce them around and help them feel comfortable.

7. Refuse to be a ***'passive bystander'*** by being an ***'active bystander'.*** If you see friends or classmates laughing along with the bully you tell them that they are contributing to the problem. Let them know that by laughing they are also bullying the victim.

8. Respect others' differences and help others to respect differences. It's natural for people to be different – that is what makes all of us unique.

9. Consider developing anti-bullying initiatives with staff support. Discuss the 'hot spots' where bullying most likely occurs (e.g the toilets, an unmonitored hallway) and what can be done on a school level to make sure everyone is safe and supported.

10. Educate yourself and your community about bullying by ensuring there is a Children and Young Person friendly and adult friendly policy in your school.

**Strategies we may use include for a preventative approach**

- Circle Time
- Assemblies
- Learning Mentor
- Peer support
- Support from external agencies, e.g. Rotherham Mind, MAST, Anti-Bullying Development Officer, NSPCC.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week/Healthy Schools Celebrations
- Teaching through national curriculum – universal prevention approach

**How we will educate the school community**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.

- Ensure that the anti-bullying link person in school and governor attend appropriate training and development.

- Provide training opportunities for the whole school staff body.

- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum)

**How will we work with parents and carers**

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to..
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked (see appendix 2 Recommended procedures in school for reporting bullying).

The Local Authority complaints procedure for handling school complaints can be accessed via the LA.

**How we will support staff**

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via CEOP.

## Appendix 1. Support Agencies we may consult

Anti Bullying Development Officer – Sue Horton Rotherham MBC
Susan.horton@rotherham.gov.uk Tel: 01709 823688

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance **- the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues**

**www.anti-bullyingalliance.org.uk**

Kidscape **www.kidscape.org.uk** **02077303300**

**Childline** – advice and stories from children who have survived bullying
08000 1111 www.**childline**.org.uk/

**Bullying on line** **www.bullying.co.uk**

**Parentline Plus** – advice and links for parents www.parentlineplus.org.uk
08088002222

**Parents Against Bullying** **01928 576152**

### *Useful sources of information*

**Mermaidsuk.org.uk** – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

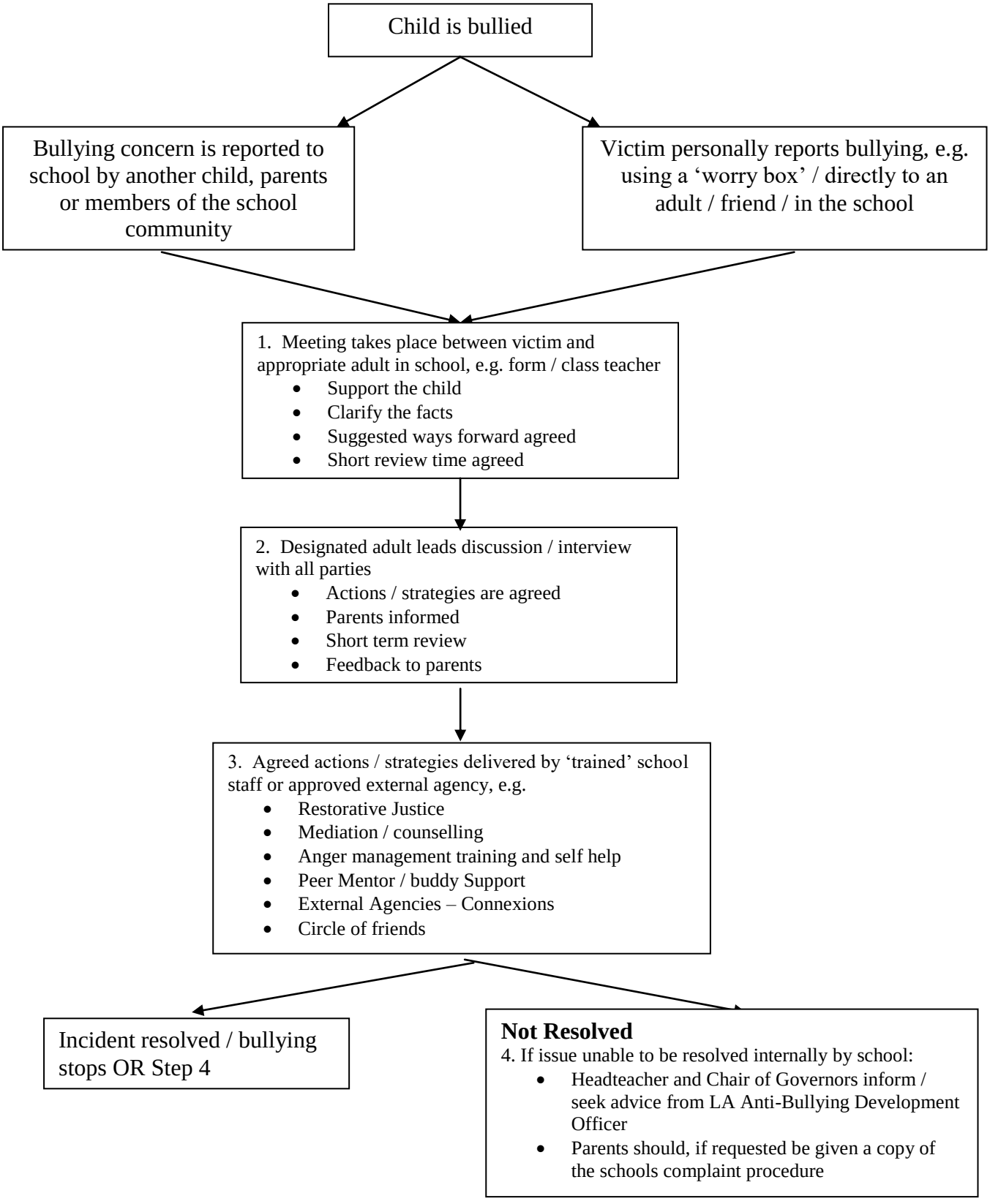
**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

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

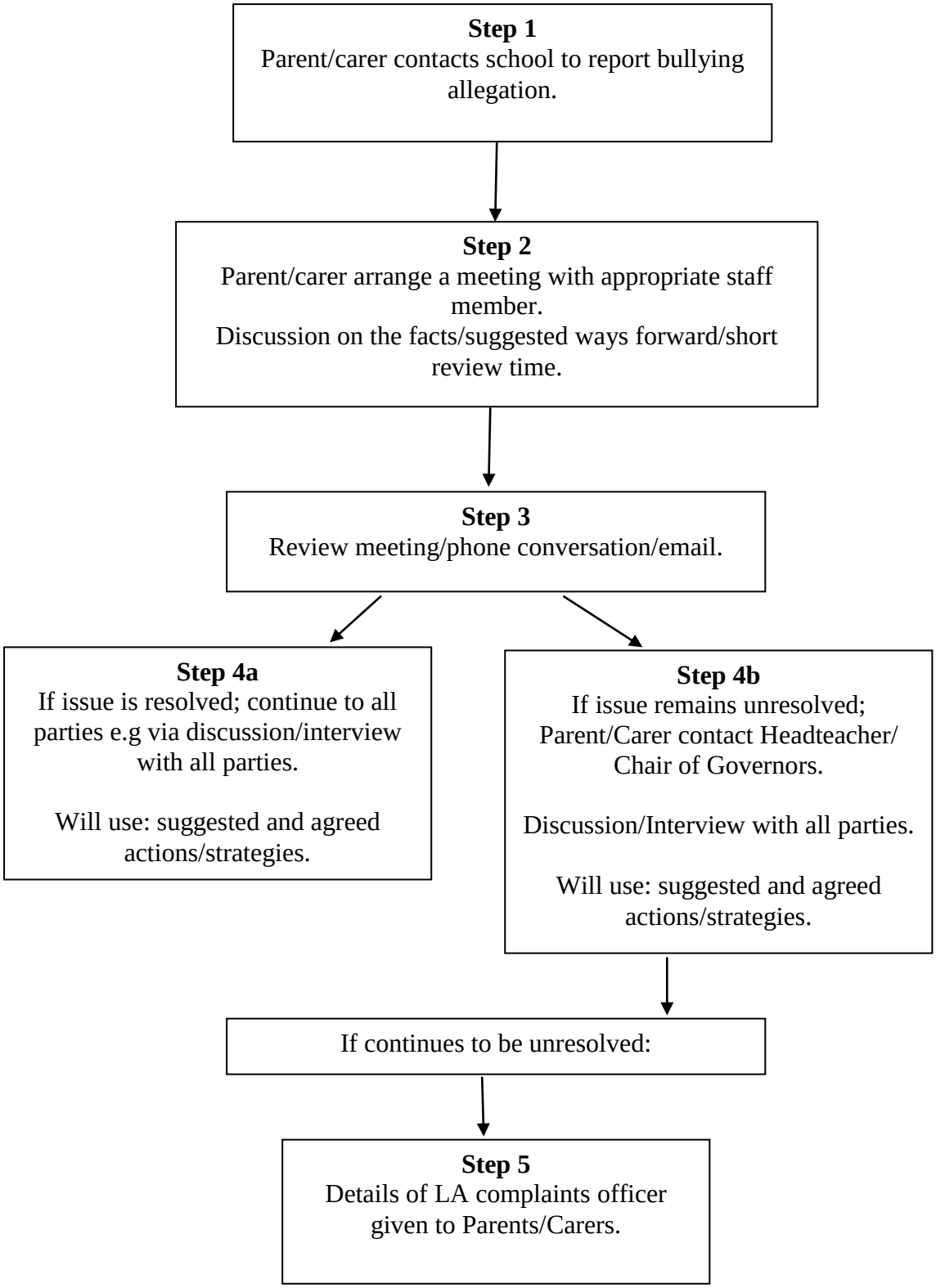
**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

**Appendix 2.**
**Recommended procedures in school for reporting bullying: pathways of help**



# Pathways of Help – Parents/Carers



**Support Agencies we may consult**

Rotherham School Improvement Service healthyschools@rotherham.gov.uk call: 01709 334005

Ann Foxley-Johnson: The Anti-Bullying Company theantibullyingco@gmail.com

Sherran Finney: RLSCB Learning & Development Officer, Rotherham Local Safeguarding Board, sherran.finney@rotherham.gov.uk

Rotherham Educational Psychology Service – your school Educational Psychologist or: l.morris@rotherham.gov.uk

Rotherham LGBT Youth Group: Rotherham LGBT Youth Group is safe, secure and confidential place for LGB&T young people ages 13 to 19 to meet. Contact Kerry Byrne Email: Kerry.bryne@rotherham.gov.uk Call/Text: 07748 143280

Paula Williams Head of Inclusion (SEND) p.williams@rotherham.co.uk

Rotherham MIND; Rotherham & Barnsley Mind is committed to promoting good mental health and emotional well-being by providing high quality support in a variety of settings. http://www.rbmind.co.uk/ Call: 01709 554755

Safe Havens - a young person's mental health and emotional well-being support service, which is available to young people, aged 11-16 at some Rotherham Secondary Schools and Young People's Centres.

**External Agencies**

Anti-bullying Alliance: the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues. www.anti- bullyingalliance.org.uk

Kidscape: They equip young people, parents and professionals with the skills to tackle bullying and safeguarding issues across the UK. www.kidscape.org.uk Call:02077303300

ChildLine: advice and stories from children who have survived bullying Call: 08000 1111 www.childline.org.uk

Bullying on line: www.bullying.co.uk

The Diana Award: The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors. http://www.antibullyingpro.com/

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for Schools to tackle bullying effectively. http://www.bullyinginterventiongroup.co.uk/

DITCH THE LABEL: One of the UK's largest and most ambitious anti-bullying charities. They provide support to thousands of young people ages 13-25 through their work and partnership with schools, colleges, parents/guardians, young people and other youth organisations. http://www.ditchthelabel.org/

**Online Bullying**

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. www.thinkyouknow.co.uk

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves http://www.childnet.com/

Digizen: provides online safety information for educators, parents, carers and young people.

Advice of Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

Cyberbullying.org – one of the first websites set up in this area, for young people, providing advice around preventing and takin 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

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Sexting: "Cyberbullying" A qualitative study of children, young people and 'sexting'. A report prepared for the NSPCC 2012 http://www.nspcc.org.uk/globalassets/documents/research-reports/qualitative-study-children-young-people-sexting- report.pdf

**Lesbian, Gay, Bisexual, Transgender and Questioning:**

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. http://www.stonewall.org.uk/about-us

EACH: (Educational Action Challenging Homophobia): provides a national freephone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia. http://www.each.education/

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

**SEND**

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. http://www.anti-bullyingalliance.org.uk/send-programme

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. https://www.changingfaces.org.uk/

**Racism**

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. http://www.theredcard.org/

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk

**Parents**

Parentline Plus – advice and links for parents www.parentlineplus.org.uk Call: 08088002222

Parents Against Bullying  Call: 01928 576152