



Telford & Wrekin Children's Trust
Anti-Bullying Guidance



Telford & Wrekin
C O U N C I L



Safeguarding
Children
Board



INTRODUCTION

All children and young people have the right to learn, work and play in an environment where they feel safe and that is free from harassment and bullying.

Bullying is mentioned as one of the main contributing factors in cases of poor attendance or non-attendance by pupils and their families. It is estimated that 5% of pupils take time off school to avoid being bullied.

The damaging results of bullying are of concern to everyone involved with children and young people within Telford & Wrekin. The stress for victims of bullying will have far-reaching effects on their personal and social development as well as a considerable impact on their educational achievement and the educational achievements of their peers. Research shows that there can also be considerable impact on the lives of perpetrators of bullying.

The Anti-Bullying Guidance is being issued to all who work with children and young people through-out Telford & Wrekin, within the Council and our partners. It provides detailed guidance on policy and practice and includes useful contacts to support staff in school and non-school settings to respond swiftly to bullying incidents.

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AIMS

- To raise awareness of bullying
- To support schools, other educational settings and communities in devising and implementing effective anti-bullying strategies as part of policy development
- To reduce and work towards eradicating instances of all types of bullying
- To promote safer schools and communities
- To provide and embed guidelines and training for all staff working with children and young people in Telford & Wrekin
- To work in partnership with other agencies and communities to eradicate bullying
- To establish the extent of bullying within schools, other educational settings and within the communities

STATEMENT OF PRINCIPLES

Telford & Wrekin Children's Trust is committed to provide a safe, secure and positive environment in order that children and young people can develop and grow, so that they are able to take full advantage of learning opportunities and reach their full potential. It is the right of everyone to live, play, work and learn without the fear of bullying or harassment of any kind.

The Anti-Bullying Strategy is underpinned by a set of guiding principles:

- Everyone has the right to live in an atmosphere free from victimisation, discrimination, harassment and any other form of bullying behaviours.
- Everyone has the responsibility to promote care, respect and co-operation in their relationships.
- Everyone has the responsibility to value diversity in order to create and maintain safe and supportive environments, including schools, for children and young people.

Section 175 of the Education Act 2002 places specific duties on schools to safeguard and promote children's welfare. The issue of bullying clearly fits in with the welfare agenda.

"Head teachers must by law have a policy to prevent all forms of bullying among children and young people. Challenging bullying effectively will improve the safety and happiness of children and young people, show that the school cares and make clear to bullies that the behaviour is unacceptable."

Head teachers will need to satisfy themselves that their policies comply with the Human Rights Act 1998 and the Race Relations Amendment Act 2000. The latter requires schools to draw up a race equality policy and ensure that policies do not discriminate against racial groups.”

‘Bullying - Don’t Suffer in Silence’ DfES (2000)

The Report of The Practitioners’ Group on School Behaviour and Discipline 2005 (The Steer Report) states that

“Bullying is a form of misbehaviour that causes particular misery and disruption to the learning of individual child and young persons. We believe, and Ofsted also tells us, that this is a continuing issue and that schools find tackling homophobic and racist bullying a particular challenge.”

In consultation with Children and Young people within Telford & Wrekin, bullying is consistently identified as a key concern.

The Children’s Trust Partners recognises that bullying:

- is a significant concern of children and young people
- can have considerable detrimental effects on the happiness, mental health, personal and social development of those involved
- is a major cause of disaffection at school
- is a major cause of non-attendance at school
- is a contributing factor for elective home education

The Children’s Trust Partners recognises that:

- there is a legal requirement for all schools to have anti bullying policies in place, however we would expect all establishments used by children & young people to follow these guidelines
- children and young people and members of staff have a right to feel safe and to be protected from bullying and harassment
- it has a responsibility for all children and young people and, therefore, that establishments have a responsibility to children and young people who bully as well as those who are bullied
- educational achievement is affected where children and young people are being bullied or are in fear of bullying

- failure to challenge bullying may lead other children and young people to see bullying as a quick and effective method of getting what they want and thus lead to a spread of anti-social behaviour
- there may be long term detrimental effects on the health and emotional well-being of victims of bullying
- children and young people who bully may grow up to be anti-social and need intervention to change their behaviour
- children and young people who bully may have been the victim of bullying or other abuse and the implications of this may need investigating and resolving

SECTION A

“Bullying is among the top concerns that parents have about their children’s safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem; and destroys their sense of security. Bullying impacts on its victims’ attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people’s lives. At worst, bullying has been a factor in child and young person suicide.”
(Safe to Learn: DCFS 2007)

WHAT IS BULLYING?

Building on the definition given by the department for Children, Schools and Families (DCSF) 2007:

Bullying is hurtful behaviour. It can be a one-off incident and if not addressed, can lead to repetition over a period of time. It can be carried out by individuals or by groups. It can be emotional, physical, racist, sexual, verbal, and homophobic or a combination of these in nature. It can be in the form of name-calling, threatened violence, actual violence, intimidation, isolation, not recognising someone, ridicule or other action such as spreading unpleasant stories and gossip or using internet-related and telephone technology.

All bullying can make an individual feel threatened, humiliated and unsafe.

Bullying is any form of behaviour that is deliberately intended to hurt, threaten or frighten another person or group. It is usually unprovoked, persistent and can continue for a long period of time. It always reflects an abuse of power and it is difficult for those being bullied to stop the process

Bullying can take many forms. It can be subtle or blatant; direct or indirect:

- Physical: physical violence, pushing, hitting, kicking, spitting etc;
- Verbal: name-calling, gossiping, spreading rumours persistent teasing
- Emotional: tormenting, humiliating, ignoring, excluding, mocking, taunts, graffiti, gestures
- Sexual: unwanted physical contact, comments of an unwanted sexual nature
- Cyber: harassment, alarm, distress or humiliation that uses internet-related and telephone technology
- Racist: gestures, taunts, graffiti, physical violence, mocking
- Homophobic: name-calling, being beaten up, making offensive remarks

- Silent: isolation, rude gestures, exclusion of children and young people from group activities

It is important to bear in mind that many behaviours, which in the school context are called bullying, may be defined in law as threatening behaviour, criminal damage, theft, assault, sexual harassment, homophobic or racial harassment. It is the right of children and young people and parents to report such incidents to the Police.

Bullying does not occur solely between children and young people. From time to time accusations are raised concerning bullying of children and young people by adults in various settings (this could include a parent of a child or young person) and also of children and young people bullying adults or indeed adults bullying adults. This should be addressed in anti-bullying policies. It is often an area of anxiety particularly to parents, who have difficulty knowing how to proceed if they believe that a member of staff is bullying their child.

Subtle bullying

Much bullying is performed in subtle ways, which are not clearly evident to staff; a bully can use a certain look, word or gesture to a victim to signal an intended threat or insult. Some children and young people are adept at changing a bullying situation into an apparently innocuous one when an adult approaches. A child or young person who is being bullied may be fearful of saying that anything is awry even when questioned

Who is bullied?

Anyone can be bullied – children and young people, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different. Sometime the perceived difference is individual to that person – shyness, physical appearance, clothing and possessions, accent or perceived inappropriate behaviour.

Bullying targets people who are perceived to be different and it may relate to race, sex, gender, disability or sexual orientation or any other 'difference'

IT CAN AFFECT ANYONE.

Who bullies?

Anyone has the capacity to be a bully. There are no completely reliable predisposition diagnoses. Self esteem is a key factor in whether someone bullies or not. This puts equal opportunities, inclusion and participation at the centre of all anti-bullying work in schools.

The effects of bullying:

The targets of bullies tend to:

- have lower-self esteem than usual
- be unhappy
- take a lot of time off school
- underachieve to avoid being bullied

- may become irritable or withdrawn
- display aggressive or disruptive behaviour

The following factors can make it more likely that a child or young person will become a target of bullying, as bullying is often about noticing and picking on a 'difference':

- being gifted or talented
- having special educational needs
- having a physical disability or difference e.g. stammer
- lacking close friends in school
- being shy
- coming from an over-protective family environment
- being from a different racial or ethnic group to the majority
- moving to a new school
- behaving inappropriately, intruding or being a 'nuisance'
- being from a different socio-economic background

Bullying behaviour does not just affect the target and perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next. Some children and young people may become 'bystanders' – they may not join in the bullying, but do nothing to help the target.

Children and young people who bully:

- tend to become involved in other forms of difficult behaviour
- may underachieve at school
- are more likely to get into trouble with the law

Warning signs that an individual child is being bullied:

Torn clothing and damaged books or other property

Sudden mood swings that do not usually occur

Loss of belongings

Requests to be accompanied to and from school and between lessons

Wishing to change routines such as the journey to and from school

Appear upset, unhappy, tearful, distressed

Psychosomatic illness: stomach / head aches etc

Physical marks: bruises, scratches or cuts

Refuse to say what is wrong

Stop eating

Nail biting

Nervous tics

Sleep walking

Flinching

Underachievement at school

School refusal

Temper flare-ups

Avoidance of certain days/lessons

Hunger (lunch money or lunch taken)

*Deterioration in school work
Bedwetting
Becoming withdrawn*

Possible signs that bullying may be taking place within the establishment:

*Graffiti insulting individuals or groups of children and young people
Underachievement
Frequent name-calling
Poor attendance
Child or young person appearing afraid
Child and young person not willing to approach adults to discuss problems
Social exclusion of certain children and young people
Some children and young people being by themselves at break times
Certain graffiti on school books
Work being torn and destroyed
Loss of school, sports equipment etc by certain children and young people
Sudden underachievement
Children or young person appearing upset*

Measuring the extent of bullying

There is mounting research evidence to demonstrate that bullying is a significant problem in all settings, although the exact extent varies from school to school. Children and young people are vulnerable to bullying and crime on the way to and from school.

In Telford & Wrekin the Big 5 Conference and meetings with the Youth Forum have identified bullying as a major concern. They felt that young people should be signposted as to where to get information about dealing with bullying and felt that schools should have a consistent approach and should treat all allegations seriously.

In a recent Kidscape bullying survey

*10 to 13% of boys and girls are severely bullied
68% of children had been bullied at least once
38% were bullied more than once
5% of children are severely bullied
30% of parents expressed serious concerns about bullying at school
80% of boys are bullied
20% girls are bullied
62% of young offenders said that they had bullied someone else
23% had witnessed bullying
5% had been victims of bullying*

Bullying between boys tended to be more of a physical nature, whereas bullying between girls tended to be verbal or social intimidation, such as 'sending to Coventry' or remarking on appearance. It is important to note however, that both boys and girls suffer all forms of bullying to a significant degree.

- School break-times and lunch-times are often the flash-points for bullying and a time of great anxiety for many children.
- Children as young as 5 years old reported significant levels of physical and verbal harassment.
- Children between the ages of 9 and 11 years were the most bullied group. With year 11 children being the most fearful.

Schools with a definite anti-bullying ethos and policy have less bullying than those schools that merely react to bullying incidents as they occur.

The most common forms of bullying for children and young people in Years 5 and 8 were:

- Name-calling was prevalent for children and young people in both year groups
- Physical aggression reported in both age groups
- Social exclusion, gossip etc was reported particularly in Year 5
- Sexist, racist, homophobic abuse was common in both years
- Boys and girls reported similar levels of physical bullying (a little higher for boys in Year 8)
- Cyber bullying is emerging as an increasing issue

Some Facts

- More than a quarter of students get threats of violence whilst at school, and half of these threats have been carried out.
- Attacks on boys account for 75% of these incidents.
- Around 10% of children have missed school because of the violence.
- About 17% of calls to ChildLine are about bullying. For five years running it's been the most common reason people call
- More 12 year olds call ChildLine about bullying than any other age group

SECTION B

THE LEGAL FRAMEWORK

The DfES Circular 8/94, Child and young person Behaviour and Discipline, recommends that issues of bullying be addressed as part of the behaviour policies of schools:

“School staff must act - and importantly be seen to act - firmly against bullying wherever and whenever it appears. School behaviour policies and their associated rules of conduct should therefore make specific reference to bullying. Governing bodies should regularly review their school’s policy on bullying. School prospectuses and other documents issued to parents and children and young people should make it clear that bullying will not be tolerated. Prospectuses should also explain arrangements through which children and young people troubled by bullying can draw their attention of staff in the confidence that these will be taken seriously and acted upon. Individual members of staff must be alert to signs of bullying and act promptly and firmly against it. Failure to respond to incidents may be interpreted as condoning the behaviour.” (P19-20)

Bullying: effective action in secondary schools (OFSTED 2003)

“this survey demonstrated how practical action founded on clear moral principles and the active involvement of children and young people and parents can combat bullying and challenge a culture that accepts it as inevitable.”

A number of articles in **The United Nations Convention on the Rights of the Child (The Child Convention)** are particularly pertinent to bullying of or between children and young people.

Basic principles of **The Convention**:

*All children have the same rights and are of equal worth.
Every child has the right to have his or her basic needs fulfilled.
Every child has the right to protection from abuse and exploitation.
Every child has the right to express his or her opinion and to be respected.*

The School Standards and Framework Act 1998 require governing bodies to produce and review discipline policies, which should inform the school’s behaviour policy. Section 61 states:

“The head teacher shall determine measures to be taken with a view to encouraging good behaviour and respect for others on the part of children and young people and, in particular, preventing all forms of bullying among children and young people.”

“Bullying can amount to criminal action in some circumstances. It is a criminal offence to “pursue a course of conduct which causes another person harassment, alarm or distress...”

Harassment means any kind of unreasonable behaviour which alarms, distresses or

torments somebody else.

The Criminal Justice System

Bullying can amount to criminal action in some circumstances. It is recommended that schools develop ongoing links with their local Police Station, which should be able to identify a particular officer for regular liaison with the school. We would have no wish to criminalise young people, however educating them about bullying may make use of the fact that harassment is illegal and that they should think more carefully about their behaviour because there are laws relating to it. The following is a short guide to some relevant criminal offences.

Harassment

It is a criminal offence to “pursue a course of conduct which causes another person harassment, alarm or distress ...”

Harassment means any kind of unreasonable behaviour which alarms, distresses or torments somebody else. This could include racist name-calling, continual pushing or shoving, sending offensive notes or making repeated anonymous telephone calls, whether the harassment occurs in school, a house, the street or anywhere else. As well as imposing fines and other penalties, the Courts can make an Order preventing someone from specific activities which might lead to further harassment, for example going to a local park or speaking to the victim again. Breaking the conditions of an Order would itself be a criminal offence.

Assault

“Assault and battery” (often just referred to as assault) means intentionally or recklessly inflicting unlawful force on somebody else, e.g. punching or kicking somebody or hurting them with a weapon.

The Education and Inspections Act 2006 requires that head teachers **must** determine measures on behaviour and discipline that form the school’s behaviour policy, acting in accordance with the governing body’s statement of principles in so doing. Measures, in this context, include rules, rewards, sanctions and behaviour management strategies. The policy determined by the head teacher must include measures to be taken with a view to “encouraging good behaviour and respect for others on the part of child and young persons and, in particular, preventing all forms of bullying among child and young persons”.

SECTION C

SPECIFIC TYPES OF BULLYING

In this section there are guidelines on specific types of bullying which have been issued by the DCSF for schools. However, The Children's Trust Partners would expect **ALL** establishments working with children and young people to follow these guidelines.

Safe to learn is a suite of materials with one overarching document. The supplementary materials include guidance on: Homophobic Bullying; Racist Bullying; Cyber Bullying and bullying of pupils with SEN and Disability. These can be found at:

<http://teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>
<http://teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>
<http://teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>
<http://teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>
<http://teachernet.gov.uk/docbank.index.cfm?id=12626>

SAFE TO LEARN: CYBERBULLYING

Understanding cyberbullying

1. Cyberbullying can be defined as *the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else*. It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
2. Research into the extent of cyberbullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by child and young persons.
3. 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. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyberbullying; it outlines the power of head teachers to regulate the conduct of child and young persons when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.
4. Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.
5. 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.

6. 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 child and young persons are made aware of the effects of their actions.

7. 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 child and young persons are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

Preventing cyberbullying

8. Decide on the roles and responsibilities for cyberbullying prevention work. This will typically involve a named lead from the senior management team (usually the person with overall responsibility for anti-bullying work), as well as IT staff, pastoral care staff, and school council members.

9. Essential elements of prevention are awareness-raising and promoting understanding about cyberbullying. This can be achieved 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 the programme.

10. 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. (Schools have powers to confiscate a mobile phone or to take disciplinary action for behaviour which took place outside the school).

11. 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. Various forms of software can aid security and advice can be sought from the Local Authority.

12. 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.

13. Publicising reporting routes is an important element of prevention. This serves to raise awareness of the issue but also ensures that any incidents can be stopped before they become too serious or upsetting. 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. In order to report an incident, the evidence should be kept if possible. Children & young people should be taught to save an offending message or email.

14. 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. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyberbullying appropriately. Educating children & young people in e safety includes teaching them about their efootprint and how they may leave a trail of evidence which can be misused unless they are careful about protecting their identity.

15. Stay up to date – prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.

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

Responding to cyberbullying

17. 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. In addition to considerations about the invasiveness of cyberbullying, the size of the audience, and other such factors, cyberbullying yields evidence in a way that other forms of bullying do not. One factor is the way that the perpetrator is disinhibited by this method of bullying and may deny the pain it will cause or their own direct role in causing distress.

18. The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in this guidance.

19. Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).

20. 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.

21. Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.

22. 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. Technology-specific sanctions for children and young people engaged in cyberbullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

SAFE TO LEARN: HOMOPHOBIC BULLYING

1. Every child in every school has the right to learn free from the fear of bullying, whatever form that bullying may take. Everyone involved in a child's education needs to work together to ensure that this is the case. Preventing and responding to homophobic bullying should be part of schools' general strategies for tackling bullying. This guidance helps with the specifics around homophobic bullying.

What is homophobic bullying?

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

3. 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 - they may not act like the other boys or girls.
- Young people who have gay friends, or family, or their parents/carers are gay.
- Teachers, who may or may not be lesbian, gay or bisexual.

4. Who does the bullying?

- Anyone. Especially if they have not been told it's wrong.
- People who 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 children and young people should be treated differently because of it.

Why should schools do anything about it?

5. 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 child and young persons, and to prevent all forms of bullying. This includes the prevention of homophobic bullying.

6. 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 and half have skipped school to avoid the bullying (Stonewall 2008).
- ∴ 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.
- ∴ Four in five secondary school teachers say they are aware of verbal homophobic bullying. (Stonewall 2007)
- ∴ One in four secondary school teachers is aware of physical homophobic bullying (Stonewall 2007)
- ∴ Almost two thirds of young gay people at secondary school (150,000 pupils) have experienced homophobic bullying. In faith schools the figure rises to three in four.

How to recognise homophobic bullying

7. Homophobic bullying can be hard to identify because it may be going on in secret. Sometimes, child and young persons may not want to tell anyone about it in case teachers/staff or other adults assume they are gay. A recent study found that three in five gay child and young persons never tell anyone (either at home or school) when they are being bullied. The fact that young people are particularly reluctant to tell is a distinctive aspect of homophobic bullying.

8. 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 video and picture messaging.

9. Can it happen in Primary schools?

- Yes. Children may not know what the words mean, but can use homophobic language in a derogatory way against others as a form of bullying.
- Or, they may bully a child or young person who has gay parents/carers or family members.

How to respond to homophobic bullying

10. School staff interact with children and young people 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, and instil confidence in child and young persons and parents/carers that issues will be dealt with.

Responding to homophobic language:

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

- Ensure that children and young people know that homophobic language will not be tolerated in schools. Make sure it is included in policies and procedures.
- When an incident occurs, children and young people should be informed that homophobic language is offensive, and will not be tolerated.
- If a child or young person continues to make homophobic remarks, explain in detail the effects that homophobic bullying has on people.
- If a child or young person 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 child and young person 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 child and young person.

Responding to physical bullying in secondary schools:

12. Like verbal abuse, children and young people 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 children and young people might be appropriate in this context, for example working with other agencies, including, if necessary, the police and or child protection agencies. 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 children and young people safe from physical abuse. 13. Teachers should refer to the anti-bullying policy and the 'hierarchy of sanctions' when responding to homophobic bullying. In particularly severe circumstances the school should consider permanent exclusion.

Prevention

14. 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 children and young people 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 child and young person 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 children and young people 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 children and young people to help them feel safe, and able to tell teachers about incidents of homophobic bullying.

What about transgender young people?

15. Gender identity and sexual orientation are two different things. Gender identity describes a person's gender. Sexual orientation describes whether a person is heterosexual, lesbian, gay or bisexual. The description of someone as transgender refers to their gender identity.

Some young people come to realise that their biological gender is not the same as the gender with which they identify, that is, they are born a girl but feel like a boy, or are born a boy and feel like a girl. Some trans young people can be heterosexual, lesbian, gay or bisexual, but like all pupils can experience transphobic bullying and should be protected from it.

Trans pupils may not conform to accepted gender norms and roles, and therefore may experience transphobic bullying as a result. It is therefore important to be alert to the unique sort of bullying they may experience and protect them accordingly.

Further information and support available from:

www.genderadvisorybureau.com

SAFE TO LEARN: BULLYING AROUND RACE, RELIGION AND CULTURE

1. Our schools need to be at the heart of tolerant and diverse communities. Racism and bullying should have no place. Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.

2. We also know that racist bullying is an aspect of bullying that schools find particularly challenging. The law recognises the seriousness of abuse and attacks that are motivated by racism. Schools, like all public bodies, have a duty at law to promote race equality. Creating an ethos where racist bullying rarely happens, and is dealt with convincingly when it does, is one way in which schools fulfil that duty, and one aspect of the school's race equality policy.

Key principles

3. This guidance offers the following key principles which should guide the way schools tackle bullying in this area:

- Acknowledge that racism exists in wider society and that it can lead to racist bullying in schools
- Let the child and young persons know where you stand
- Listen to children and young people
- Involve children and young people in solutions
- Implement strategies for both prevention and intervention.

What is racist bullying?

4. We offer the following definition of racist bullying:

“The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status”.

5. While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying.

Preventing racist bullying

6. We advocate two main strands to prevention work in schools in relation to racist bullying: self-evaluation of the extent to which children and young people feel safe in the school from bullying and racist incidents; and curriculum work designed to create (or perpetuate) an ethos which reduces the likelihood that racist bullying will happen.

7. On self-evaluation, this guidance offers a range of prompts for the school to consider, in areas such as documentation; discussion, monitoring and review; the perceptions and involvement of children and young people; ethos and curriculum; working with parents; and partnership working.

8. On the curriculum, we suggest six themes which could inform every curriculum subject at every key stage and provides a range of specific ideas on how they could be incorporated. The six themes are:

- Shared humanity: similarity, sameness and universality
- Difference and diversity: contrasting stories and interpretations
- Interdependence: borrowing, mingling and mutual influence
- Excellence everywhere
- Identity and belonging
- Race, ethnicity and justice.

Responding to incidents of racist bullying

9. In providing support, schools are advised to accept the child and young person’s account of the incident and confirm that it was right for the child and young person to approach and inform school staff. Schools should avoid making light of the incident. They should ask what action the child and young person would like to take place: whether the child and young person would like other child and young persons to help solve the situation that has arisen and whether they would like their parents to be informed and involved. And they should stress that the child and young person was not himself the cause of the bullying.

10. We advocate a rounded approach to challenging those responsible for racist bullying,

which does not rely solely on rebuke and disciplinary sanctions (on the one hand) and reasoning and explanation (on the other). Those responsible need to be clear that what they have done is wrong, within the framework of the school's behaviour policy and the sanctions for bullying that are part of that policy. But they also need to be helped to understand their own behaviour and to change it or confront prejudice and rethink or/and change their attitudes..

By law all racist incidents must be reported to the local authority.

SAFE TO LEARN: BULLYING RELATED TO SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Bullying and Disability

Children are more likely to be bullied when they are vulnerable in some way. Having a disability does not necessarily mean increased vulnerability to bullying, but much depends on the way that schools include disabled children in the school community. The preparedness of schools and youth groups to fully include disabled children is an important factor in their acceptance by other children and parents.

Who is affected by this kind of bullying?

Children with an obvious physical disability may experience bullying, but children whose disability becomes apparent through odd behaviour or learning difficulties can also be bullied. Some disabilities involving communication disorders or more limited self-control can make children a target for bullies, since unlike victims who feel powerless to respond, their responses can provide a spectacle for bullies who may then suggest the disabled child is bullying others.

What are the effects on children and young people?

There are various aspects of school and community life that affect young people's ability to form positive friendships and to develop their own resilience. Adults' fears that disabled children will be bullied may lead to limiting their opportunities. Some disabled children lead very segregated lives. Their schooling may take place in special schools at some distance from their home, and they may be locally isolated from social opportunities because of poor access, lack of transport and limited social contact with local children or young people.

While all children suffer from the effects of being bullied, children or young people with special needs may experience a worsening of their condition or syndrome in addition to misery and isolation. Research shows that they may be set back in their social relationships and lose the opportunity to learn from others. This is called 'double jeopardy' (Mishna 2003)

Children or young people with SEN and disabilities are often bullied in ways that uniquely exploit their abilities. This form of bullying is conditional friendship, manipulative behaviour and exploiting a weakness or skill deficit.

Children or young people with SEN are the least likely to be able to report bullying and may not know the name of the perpetrator or remember the incident a few days later (Downs

Syndrome). These are particular concerns for children and young people on the autistic spectrum and they may require special support to understand the effect of their own behaviour upon others, which they may not see as bullying. Those with learning difficulties experience a very high rate of bullying as do those with language difficulties.

Even within mainstream settings, disabled children frequently experience separation from their non-disabled peers. They may be withdrawn from lessons for additional support or to see visiting specialists, denied access to some subjects because of limited equipment or planning, or be segregated at break times and lunchtimes for their 'safety'. All of these factors diminish children's opportunity for normal social intercourse which would serve the development of acceptance and inclusion in the whole school.

SECTION D

RECOMMENDATIONS/ SUPPORT

Adults and role models

The positive messages regarding bullying apply to EVERYBODY and should be totally inclusive. Whilst acknowledging that children and young people suffer from bullying it should also be remembered that the people caring for them experience problems. It is important for adults who are responsible for children and young people to realise that if they model the behaviour they expect to see, it will have a positive effect within their establishments. Some commonplace examples of workplace bullying supplied by ACAS include the following:

- Spreading rumours or insulting someone by word or behaviours (particularly on race, sexuality, religious belief etc).
- Exclusion or victimisation.
- Unfair treatment.
- Overbearing supervision, misuse of power or position.
- Unwelcome sexual advances such as touching, standing too close or displaying offensive materials.
- Making threats or comments about job security without foundation.
- Ridiculing or demeaning someone – picking on them or setting them up to fail.
- Copying memos that are critical of someone to others who do not need to know.
- Deliberately undermining a competent worker by overloading and constant criticism.
- Preventing an individual's progress by intentionally blocking promotion or training opportunities.

Whilst the following section relates directly to schools and contains legal requirements, this guidance and strategy is transferable to any establishment working with children and young people

Steer Report (2005) states that

All schools should:

- *Regularly make clear to child and young persons, parents and staff, that bullying, harassment and oppressive behaviour in any form is totally unacceptable and will not be tolerated;*
- *Ensure that bullying, harassment and oppressive behaviour is punished;*

- *Adopt the Anti-Bullying Charter for Action*

and

- *Use the Anti-Bullying Charter for Action to involve child and young persons in creating systems to support each other. Schools should consider the use of strategies such as Restorative Justice or “buddying” and “befriending” systems.*

Other Recommendations

- **All schools must have a policy on bullying** that is contained either within its Behaviour Policy or which is a ‘stand-alone’ policy in its own right. This is a legal requirement. [Reference to the model policy available on OLE?](#)
- The DCFS recommends that schools use the principles in the *Bullying- A Charter for Action* document to develop their anti-bullying policies. http://www.dfes.gov.uk/bullying/pack/CharterPoster_A4.pdf;
- Adopt a ‘whole school/setting’ approach to the development of the anti-bullying policy and practice so recognising that meaningful policy development requires the participation of all governors, staff, children and young people, parents and other stakeholders.
- Ensure that the development of an anti-bullying policy and practice is developed in conjunction with other key themes (e.g. health and safety, behaviour and discipline, personal and social development).
- Ensure that anti-bullying policies are made fully accessible to all members of staff, parents and children and young people (legal requirement).
- Ensure that the anti-bullying policy and practice is evaluated and reviewed regularly and that action is taken to improve the policy and practice through the evaluation and review
- Ensure that all alleged incidents of bullying are taken seriously and managed appropriately
- Ensure that all alleged incidents of bullying are recorded, managed appropriately.
- Review recorded data on a regular basis to inform future policy
- Ensure that a range of strategies are in place for dealing with alleged incidents
- Endeavour to work in partnership with parents/carers to try to find solutions to incidents which involve their child
- Identify a designated person (or persons) to oversee the response to allegations of bullying

- Ensure that victims and other children and young people have a clear and confidential system of reporting bullying
- Explore the issue of bullying through a number of curriculum themes, e.g., PSHE, Citizenship
- Ensure that all staff have access to appropriate training
- Ensure that all staff are alert to signs of bullying and act promptly and firmly

A school's/settings anti-bullying policy should contain the following key features

- A statement that dovetails into the school's ethos and details how the school community views and responds to bullying.
- What the specific aims and objectives of this policy and the strategies it defines are.
- Agreed definitions of bullying, or forms of bullying and of specific types of bullying.
- A map of the school's/settings anti-bullying structures/systems including details of lead staff.
- A breakdown of the procedures that should be followed in the case of a bullying incident arising including information on recording and monitoring, referrals and responsibilities.
- Intervention techniques.
- A breakdown of sanctions that links-in to statements made within the Behaviour Policy.
- An outline of preventative measures in place (this might include details of theme days, PSHE curriculum framework support, other pastoral initiatives in place, commitments to training and to equal opportunity policies).
- A commitment to policy review systems, including timescales.

Anti-bullying guidelines should:

- Minimise and try to end bullying.
- Give a clear signal that bullying will not be tolerated.
- Encourage the reporting of bullying and harassment wherever it is found.
- Ensure that bullies and those bullied, witnesses and parents know that the school/setting will take positive action in all cases of bullying.

- Enable children and young people to develop the knowledge, skills and attitudes necessary to prevent and deal with positively and effectively with bullying situations and behaviours.
- Influence attitudes towards bullying in the community.
- Encourage the whole school/setting and parents as partners to play an active role in supporting anti-bullying activities.
- Develop and maintain a safe, welcoming and bully-free school/setting ethos and environment.
- Enable staff to develop the confidence, skills and knowledge to recognise and handle bullying incidents.
- Educate staff to develop the confidence, skills and knowledge to recognise and handle bullying incidents.
- Educate children and young people about the prevention of bullying.
- Support and protect victims and address the special needs of the bully in a non-threatening way.
- Help young people manage their lives and relationships in positive and non-aggressive ways.
- Promote good citizenship.

The Role of the School Governing Body

“The school governing body should advise the head teacher of their views on specific measures for promoting good behaviour. This might include issues such as bullying, racial or sexual harassment, and maintaining regular attendance. The governing body also has a general duty to ensure the school follows policies to promote good behaviour and discipline among children and young people.” Maines and Robinson (2005)

Anti-bullying strategies (adapted from Safe to Learn Overview 2007)

<http://www.teachernet.gov.uk/doc/11907/Summary%20-%20Safe%20to%20Learn.pdf>

The aims of anti-bullying strategies and intervention systems are:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- To react to bullying incidents in a reasonable, proportionate and consistent way.
- To safeguard the child and young person who has experienced bullying and to trigger sources of support for the child and young person.

- To apply disciplinary sanctions to the child and young person causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

Preventative strategies include:

- Effective leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities (in particular, PSHE and Citizenship classes can be used to discuss issues around diversity and draw out anti-bullying messages). The Social and Emotional Aspects of Learning (SEAL) programme, a whole-school and whole-curriculum approach to developing social and emotional skills in areas such as empathy and the management of feelings, is also highly relevant to reducing bullying.
- Use of opportunities throughout the school/setting calendar and at certain times of the school/setting day to raise awareness of the negative consequences of bullying (e.g. Anti-Bullying Week in November of each year; and whole-school assemblies).
- Engaging children and young people in the process of developing the school/setting anti-bullying policy and promoting open and honest reporting.
- Improving the environment, looking in particular at staff supervision patterns; the physical design of the building(s); and joint work with partners such as transport service providers. The DCSF recommends that schools target their attention on key times and locations where bullying is more prevalent; and that they work with children and young people to establish when and where those times and locations are.

The most obvious reactive strategy is the use of disciplinary sanctions and learning programmes to deal with those children and young people who are found to be bullying. The DCFS advises that sanctions be applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that children and young people may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other children and young people that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold children and young people who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children and young people to put right the harm they have caused.

Raising the profile of anti-bullying work (including work to combat racist, homophobic and gender bullying due to ability, disability or SEN) will have an immediate impact across the school/setting community, both amongst staff and students. At the very least it will

inspire debate that can be challenged into developing policy and/or strategies and deliver a clear message to those who may bully and those who are being bullied that the whole school takes the issue seriously.

Raising awareness of bullying issues, which differs from raising the profile of anti-bullying work in that it focuses on a long-term commitment to educating members of the school community around what the school/setting considers bullying and bullying behaviours to be, around the measures that are in place to tackle bullying and how members of the school community can access support and provoke action on bullying.

An effective anti-bullying policy is absolutely vital if a school/setting is to successfully challenge bullying.

Effective management of the school/setting environment is a key preventative strategy that schools/settings can use to significantly reduce the possibility of bullying occurring. One way of ensuring the school/setting environment is safe is through extended supervision and management of all areas including toilets – open spaces and hidden spaces offer equal opportunity for bullying to occur.

Responses to bullying incidents are crucial. Initially, it is important that students who report or witness incidents are taken seriously, adding weight to the school's visible commitment to its ethos and to the reduction of bullying and given the student confidence that their concerns and their reports are taken seriously and will be dealt with. Further, provision must be made for the safety of the victim in the short and longer term – an issue that should be pursued through the application of the appropriate strategy initially and then through careful monitoring. This approach will make an impact on reducing the fear that bullies can operate in the school environment, and may encourage a more open climate for reporting incidents.

Strategies which some schools/settings have adopted include:

- Ensuring the school's/setting's anti-bullying statement or charter is clearly displayed around the school/setting.
- Helpline numbers are displayed
- Make children and young people aware of the DCSF 'Don't Suffer in Silence' website and show them how to utilise the support lines offered within it.
- Regular circle time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share their concerns about bullying.
- Poster campaigns around the school/settings.
- Developing playgrounds and introducing constructive play opportunities and supervising break times with an awareness of possible bullying.
- Raising the self-esteem of children who have been bullied and teaching assertive techniques.
- Providing a bully box where a child or young person can leave a note of an incident of bullying, if they feel unable to tell someone directly.
- Providing children and young people who are experiencing bullying with the opportunity to talk in private, to enable them to risk telling what is happening, without fear of reprisal.
- Empowering the targets of bullying by allowing them to decide how they would like

the incident to be dealt with: some like to talk to the bully with a member of staff present; some would prefer a member of staff to deal directly with the bullies; with a minor incident they may wish teachers to monitor the situation.

- Supervising areas of the playground or school which children and young people have identified as key areas they feel vulnerable.
- Supervising play with an awareness of possible bullying.
- Training children and young people to be peer counsellors.

The Role of the Local Authority

Telford & Wrekin Council has a key role to play in the work that schools/settings undertake to combat bullying and aims to:-

- Raise awareness of the issues of bullying in schools/settings.
- Ensure all schools/settings take steps to address the issue of bullying and the development and implementation of a whole school policy.
- Take steps to reduce the frequency of bullying in schools/settings.
- Reduce truancy through the reduction of bullying and fear of bullying.
- Disseminate existing good practice.
- Offer advice to schools/settings regarding general and specific issues related to bullying – with the Online Learning Environment (OLE) being the portal for this.
- Provide training for schools/settings so that they become fully aware of and sensitive to incidents of bullying and appropriate methods for dealing with them.
- Assist schools/settings to develop anti-bullying policies which provide positive responses to bullying.

DCSF recommends that Local Authorities monitor bullying incidents and encourage schools to share data.

Racist incidents must be reported to the local authority

The role of Governors

- Determine and keep under review a statement of principles that shapes the school's behaviour policies.
- Publish and keep under review a disability equality scheme
- Review all school policies to eliminate discrimination that is unlawful under the DDA whether for staff, parents or pupils.
- Proactively eliminate harassment related to disability (as well as reacting to bullying and harassment of disabled pupils, governors must act to prevent it.
- Make reasonable adjustments to avoid placing disabled pupils at a substantial disadvantage to peers

- Be proactive in improving access to teaching and learning and increase participation of disabled learners, making changes to the physical environment which could prevent bullying.
- Consult the whole school community (it is a legal requirement to consult with headteacher, staff, parents and learners when developing or revising the statement of principles for the school and to involve disabled pupils who have an interest in the disability equality scheme.)

SECTION E

USEFUL ADDRESSES

Anti-bullying Alliance

<http://www.anti-bullyingalliance.org.uk/>

Anti-Bullying Network

<http://www.antibullying.net/index.html>

BBC Online (education)

<http://www.bbc.co.uk/education/archive/bully/help.shtml>

'Bullying Online' and the Anti-Bullying Campaign

185 Tower Bridge Road,

London SE1 2UF

Tel : 020 7378 1446 (mon-fri 11.00-3.00)

<http://www.bullying.co.uk>

<http://www.antibullyingcampaign.co.uk>

Email: help@bullying.co.uk

Childline

Freepost 1111, London N1 0BR

National free helpline 0800 1111

<http://www.childline.org.uk/index.asp>

Department for Education and Skills (DfES)

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

Don't Suffer in Silence

<http://www.dfes.gov.uk/bullying/>

Every Child Matters

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

Kidscape

2, Grovenor Gardens, London SW1 W0DH

Helpline for parents: 020 7730 3300

(10 a.m.-4 p.m. Mon-Fri)

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

Lucky Duck Publishing

Telephone 011794 75150

Lucky Duck Publishing

1st Floor, Solar House, Station Road,

Bristol, BS15 4PH

<http://www.luckyduck.co.uk/index.htm>

National Child Protection

Helpline 0800 800 500 (7days week)

(for hearing difficulties 0800 056 0566)
<http://www.nspcc.org.uk/fullstop/education/>

Parentline Plus
0808 800 2222
(mon-fri 9-9, sat 9.30-5, sun 10-3)
National helpline for parents.
Website: www.parentlineplus.org.uk
Email: contact@parentlineplus.org.uk

Peer Support Network
<http://peersupport.ukobservatory.com>

Safe to Learn
<http://www.teachernet.gov.uk/doc/11907/Summary%20-%20Safe%20to%20Learn.pdf>
<http://www.teachernet.gov.uk/doc/11908/SAFE%20TO%20LEARN.pdf>

Teachernet
www.teachernet.com/

Support for Young People (and families) facing Homophobic Bullying

Offer advice and support to young people and families facing homophobic bullying

Contact:
Terrence Higgins Trust Shropshire
4 Park Street
Wellington
Telford TF1 3AE
01952 221412
<http://www.tht.org.uk/>

Support for Young People (and families) facing Trans Bullying

Gender Advisory Bureau provide training to teachers to broaden the understanding around trans identities and issues such as bullying affecting gender variant young people and their families.

Counseling service also available to gender variant young people and their families

Contact: Rico Paris

Gender Advisory Bureau

PO Box 711
Telford
TF7 9BD
0845 241 7665

www.genderadvisorybureau.com

Support for Families and Young People facing Unlawful Harassment and Discrimination on grounds of race, disability, age, gender, sexual orientation and faith

Services include help with reporting harassment and hate incidents
Information and advice on rights under equality legislation
Practical advice and support for victims of hate incidents and their families
Referral to other support agencies including legal advice

Contact: Diane Cuff
Telford Race, Equality and Diversity Partnership
Suite 1A Hazledine House
Central Square
Telford
TF3 4JL
01952 210559/201873
www.tredp.org.uk

Training and support for schools on learning disability, difference and bullying

'The Globe Game' is a game associated with learning disability and perceptions of how children see it. It explores how people are different all around the world and that we should all be treated equally. By informing children in their informative years, they have a better understanding of why some people are different but that they should not be treated differently or bullied etc.

Available from Taking Part subject to funding

Contact Julie Mellor

The Lakeside Centre,
Grange Avenue,
Stirchley,
Telford
TF3 1ET
01952 597434

Council for Disabled Children

National Children's Bureau
8 Wakely Street
London EC1