

## BOLSHAW PRIMARY SCHOOL

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# Anti-Bullying Policy

Date Written	January 2013
Review Date	January 2015, January 2017
Ratified on:	T&L Feb 2017

## **ANTI-BULLYING POLICY**

Reviewed January 2017



### **Aim:**

At Bolshaw primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

Our Anti-Bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. The school operates a zero tolerance approach to bullying – bullying must be challenged immediately, dealt with sensitively and in a sustained manner.

### **We define bullying as:**

***‘Behaviour by an individual or a group, usually repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.’***

### **We believe that:**

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour.
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in school.

### **Identifying and supporting vulnerable children**

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to make or sustain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people

These are some factors that can make people vulnerable:



## Types of Bullying

There are various types of bullying which can be summarised as:

- **Racist and faith based** – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs
- **Homophobic** – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- **Appearance** – based on weight, size, hair colour, unusual physical features
- **Sexual** – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or deviant desires communicated
- **Disability** – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty
- **Health** – based on physical or mental conditions

- **Income based** – of living on a low income
- **Transgender** – based on perception of gender identity
- **Caring responsibilities** - name calling, negative assumptions/misunderstandings about young carers

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or residential homes (looked after children)
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.

## Methods of bullying:

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures

- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), , the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages

**Language** that underpins any type of bullying behaviour as listed above must be challenged at all times.

**We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care**

**Possible indicators of bullying include:**

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
  - bed-wetting
  - head and stomach aches
  - problems with concentration,
  - changes in behaviour and attitude
  - truanting
  - bullying other children
  - damaged or missing clothes / money / property,
  - asking for more money than usual or stealing money
  - withdrawn or changes in their usual behaviour patterns or attitude
  - distressed or emotional and finds it hard to articulate their feelings
  - changes in their eating patterns
  - changes in their online activity
  - shows evidence of self-harming or even for extreme cases potential suicide
  - is unusually tired without a reasonable explanation
  - has unexplained bruises or marks on their body, (some may refuse to change for PE)
  - repeatedly comes to school without dinner money or a packed lunch
  - seems afraid to be alone and requires more adult interaction.
- (These may be portrayed at school or home)*

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean that we as a school may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

**To prevent bullying in our school we will:**

Develop our wider curriculum to ensure:

- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- A climate exists where bullying and violence are not tolerated
- Develop peer support systems to prevent and respond to bullying
- Promote safe play areas
- Audit our site regularly to establish that children feel safe, especially known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

### **Developing a whole school approach**

**At Bolshaw Primary School we work closely with members of the schools' community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.**

### **Recording and reporting:**

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

### **Monitoring and evaluation:**

We will check through a range of pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

Pupil voice, circle work and other activities take place in:

- Whole school assemblies
- Key Stage, class and whole school assemblies
- Anti-Bullying assemblies
- PSHE / SRE (Sex and Relationships) curriculum
- Learning Mentor Support
- School / Home diaries
- Circle Time
- School Council
- Method of shared concern EWO / School Nurse
- Newsletters
- Display / Posters
- Buddy System
- Parents evenings

- Questionnaires /surveys
- Worry Box

Our parents forum also meet every half term and we will focus on anti-bullying at least once at our meetings during the year.

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

## **BOLSHAW ANTI BULLYING STRATEGY**

### **What the school does if bullying is suspected:**

1. Act quickly, pro-actively and not ignore or dismiss lightly.
2. Ensure a clear account of what has happened is investigated and recorded on Appendix A.
3. Inform the Headteacher and Line manager of the incident(s).
4. Interview the children involved and ask them to explain their actions, apologise for their actions and decide appropriate punishment in line with the Behaviour and Discipline Policy. (The school ensures that there is always the opportunity to speak individually about an incident)
5. Inform the parents of the children involved about the incident, outcome and expectations.
6. Monitor the situation closely and provide time for the victim to discuss their feelings and be supported.
7. Restorative approaches will be used if appropriate.

### **Strategies for pupils to deal with bullying**

#### **What should a person do if they are being bullied?**

- **TELL** the child/children to **STOP** and be confident about this.
- Walk away and **tell** an adult or friend as soon as possible. Don't ignore it! **Tell** someone. If they don't help you, **tell** someone else until it is dealt with. Bullying is too important not to report. This includes incidents which involve someone else as the victim not just yourself.
- Report any bullying straight away. Don't be fooled by any threats if you **tell**. You have a much better chance of being protected if you can say, "I've already told Mrs..... and she is coming to see you."
- Try to remain in sight of adults if you have been bullied.
- Walk tall with your head held high; don't show that you are scared, even though you may be.
- Stay near friends, or other children whenever possible. Being on your own makes you more vulnerable
- Don't suffer in silence or keep it to yourself.
- If the problem happens again then **tell** someone.

#### **What should a person do if they see or suspect bullying taking place?**

- Tell an adult or friend as soon as possible.
- Never join in with bullying. Being part of a group which is bullying someone else is just as bad as bullying yourself.

#### **What support happens if bullying has been reported?**

- 1:1 counselling with our Learning Mentor Mrs Gleaves
- Regular meetings and contact with school and parents

When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a **TELLING** school. This means that *anyone* who knows that bullying is happening is expected to tell.

### **The role of the teacher**

We have a collective responsibility for discouraging and responding to any incidences of bullying.

Teachers support all children in their class to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent bullying from occurring.

If teachers witness an act of bullying, they support the children involved following discipline and behaviour procedures and involve the Headteacher, a Senior Member of staff and the school Learning Mentor to provide support or appropriate sanctions. This is mainly achieved through 1:1 counselling.

All staff must follow the agreed Discipline & Behaviour policy when disciplining children for bullying.

Any continued or subsequent issue of individual bullying by a child is dealt with in line with our Discipline and Behaviour and SEN (Special Educational Needs) policies.

Any member of staff who has a child at school will be treated exactly the same as any other parent.

Any child who has a parent who is a member of staff will be treated exactly the same as any other child.

### **The role of the Head teacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher has the primary responsibility for ensuring that children know that bullying is wrong, and that it will not be tolerated in school.

The Headteacher has specific responsibility for developing a school climate of mutual support and praise, thus making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

Communication between staff and parents is undertaken immediately if a bullying issue arises. Where appropriate this is shared with other members of staff at staff meetings and ways of addressing individual problems are discussed.

The Headteacher has a responsibility to regularly update the Governing Body.

### **The role of parents**

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school community.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately or our Learning Mentor Mrs Gleaves.

The home school agreement provides a clear outline for parents to encourage their children to be a positive member of the school.

### **The role of Governors**

The Governing body supports the Headteacher in the employment of Anti-Bullying strategies.

This policy statement makes it very clear that the governing body does not condone any form of bullying in the community of our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governors require the Headteacher to keep accurate records of any incidents of bullying, together with the action taken.

The Headteacher retains responsibility for reviewing the effectiveness of Anti-Bullying strategies and together with the pupils, staff, parents and governors, reviews this policy on an annual basis.

Where a parent is unhappy with the action taken by the Headteacher in response to a bullying incident, they have the right to make a formal complaint to the Governing Body. The Governing body should respond to any formal complaint within ten days and must notify the Head teacher of the need to conduct an investigation into the case and to report back to a representative of the governing body.

### **Bullying after school**

The school is not directly responsible for pupils' behaviour outside of school hours; however we have a duty of care for our pupils and we will take all reported incidents within the community seriously and assist in any way we are able to do so. It may be also be reported to the police.

### **Monitoring and review**

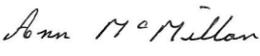
The effectiveness of our Anti-Bullying strategies are monitored by the Headteacher on an ongoing basis and written reports are submitted to the governing body identifying behaviour issues on a regular basis.

**PUPILS, TEACHERS, OTHER STAFF AND VISITORS HAVE A RIGHT TO FEEL SAFE IN OUR SCHOOL, AND THEREFORE BULLYING IS NOT ACCEPTABLE AT BOLSHAW PRIMARY SCHOOL, EITHER BY PUPILS, VISITORS OR STAFF.**

### **Ratification**

Bolshaw Primary School Governing body ratified this policy at their meeting

This policy will be reviewed at least every two years after full consultation with children, parents, staff and governors.

Signed: 

**Chair of Governors**

Date: **24.1.2017**

Signed: 

**Headteacher**

Date: **24.1.2017**

## **Links to other school policies:**

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and diversity policy

Behaviour policy

Care and control policy

PSHE policy

Safeguarding policy

Responsible Use policy

School Development plan

Restorative Approaches strategy

## **Appendices**

- Frequently asked questions
- Stockport's Anti-bullying Charter
- BSS Audit
- Anti-bullying Checklist for schools
- Organisations that can offer support

## Frequently Asked Questions

### **Q: Should we prioritise tackling some types of bullying over others?**

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

### **Q: Should I discipline pupils for bullying outside the school?**

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

### **Q: How can we involve parents more in our anti-bullying work?**

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

### **Q: Should I record incidents of bullying?**

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

DfE Preventing and tackling bullying

Advice for headteacher, staff and governing bodies  
October 2014

For additional information and advice please click on the link below

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/368340/preventing\\_and\\_tackling\\_bullying\\_october14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

# An Anti-Bullying Charter for Stockport Schools



**This charter is awarded to**



***'Bullying is behaviour by an individual or a group which is repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'***

## **Our school community will:**

- Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated
- Discuss, monitor and review our anti-bullying policy every two years
- Keep a high profile in and around school to prevent bullying behaviours developing
- Support staff to promote positive relationships and identify and tackle bullying appropriately
- Investigate incidents of bullying and take action where necessary, supporting individuals at all times
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy
- Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy
- Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate

Chair of Governors:

Headteacher:

Representative of pupils:

Date:



## Appendix 2 - A self-review tool for challenging bullying in schools



### **A self review tool for challenging bullying in schools**

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Signed:

Chair of Governors    Date:



## Bolshaw Primary School

### Individual / group Anti-bullying Audit

**Group:**  
**Teacher:**  
**Date:**

Area of Concern	Reasons given for concern



**STOCKPORT**  
METROPOLITAN BOROUGH COUNCIL



## Bolshaw Primary School

### Whole school Anti-bullying Audit & Plan

**School:**

**Anti-bullying lead:**

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

## Bolshaw Primary School

### Anti-bullying checklist

<b>Date:</b>	<b>Review date:</b>
<b>Audit carried out by:</b>	

Issue	Evidence	In place	Partly in place	Not in place	Action
<b>POLICY</b>					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed bi-annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, posters, newsletter, leaflets, logos around school					
<b>DEALING WITH INCIDENTS</b>					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					

Records of bullying incidents include the support provided to: The victim(s) The bully					
The Governors in our school are aware of the scale of bullying via reports from HT					
Actions to challenge bullying behaviour are widely known by: Staff Children and young people Parents/Carers Governors					
Our school includes restorative approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support e.g.: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the victim is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
<b>PREVENTION</b>					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) <ul style="list-style-type: none"> <li>• Delivering SEAL</li> <li>• PHSE</li> <li>• Assemblies</li> </ul>					
Cross curricular opportunities are taken					
Our commitment to the anti-bullying agenda is visible to our whole school community for example: <ul style="list-style-type: none"> <li>• The website</li> <li>• Posters displayed around</li> </ul>					

<p>school</p> <ul style="list-style-type: none"> <li>• References in newsletter</li> <li>• Anti-bullying charter</li> </ul>					
Participate in national programmes eg: Anti-Bullying week					
<b>IMPACT</b>					
As a school we have robust procedures on place to find out how safe our children feel when they are in school					
As a school we are clear that we know how safe children feel across our whole site (see anti-bullying audit provided by BSS)					
As a school we have robust procedures in place to ensure that we know the perceptions parents have about how safe we keep their children					
<b>ONGOING SCHOOL IMPROVEMENT</b>					
As a school we are confident that we act upon the perceptions of children and parents about how safe children feel in our school					
<p>We use information about trends in incidents of bullying to:</p> <ul style="list-style-type: none"> <li>• Inform curriculum amendments</li> <li>• Inform assembly structures</li> <li>• Inform staff training</li> <li>• Inform our School Improvement Plan</li> </ul>					
Our school has everything in place to prepare us for signing Stockport's anti-bullying charter					

## Appendix 4 - Organisations that can offer Support

NAME	DETAILS	CONTACT
<b>Anti Bullying Alliance</b>	UK's leading organisation in the field of bullying. Lots of resources and information on the website.	0207 843 1165 National Children's Bureau, 8 Wakley Street, London EC1V 7QE <a href="http://www.antibullyingalliance.org">www.antibullyingalliance.org</a>
<b>Beatbullying</b>	Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people, and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.	020 8768 1017 77-79 Church Road, London SE19 2YA <a href="http://www.beatbullying.org">www.beatbullying.org</a>
<b>BM Schools Out / LGBT History Month</b>	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX <a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a> <a href="http://www.lgbthistorymonth.org.uk">www.lgbthistorymonth.org.uk</a>
<b>Bully Free Zone</b>	Specialist anti-bullying charity offering help, support and information to children young people and families affected by bullying. Also work in partnership with schools and local authorities.	01204 454958 23 Palace Street, Bolton BL1 2DR <a href="http://www.bullyfreezone.co.uk">www.bullyfreezone.co.uk</a>
<b>Child Exploitation and Protection Online (CEOP)</b>	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. “Policies” the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG <a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a>
<b>Childline</b>	UK's free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL <a href="http://www.childline.org.uk">www.childline.org.uk</a> <b>Helpline 0800 1111</b>
<b>Childnet</b>	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD <a href="http://www.childnet-int.org">www.childnet-int.org</a>

NAME	DETAILS	CONTACT
<b>LGBT Northwest</b>	LGBT Youth North West is a regional organisation that seeks to support lesbian, gay, bisexual and trans young people in the North West of England	<a href="http://www.lgbtyouthnorthwest.org.uk">http://www.lgbtyouthnorthwest.org.uk</a>
<b>Kidscape</b>	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH <b>Helpline 08451 205 204</b>
<b>MENCAP</b>	UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.	0207 696 6019 123 Golden Lane, London EC1Y 0RT <a href="http://www.mencap.org.uk">www.mencap.org.uk</a>
<b>NSPCC</b>	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH <a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> <b>Helpline 0808 800 5000</b>
<b>Parentline Plus</b>	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – <b>0800 783 6783</b>	0207 824 5549 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL <a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a> <b>Helpline 0808 800 2222</b>
<b>Stonewall</b>	Support schools prevent and tackle homophobic bullying and celebrate difference. Read more	

NAME	DETAILS	CONTACT
<b>Terence Higgins Trust</b>	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very wide range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP <a href="http://www.tht.org.uk">www.tht.org.uk</a> <b>Helpline 0845 1221 200</b>
<b>Think U Know</b>	This is a site from CEOP for children and young people and practitioners to focus on how to stay safe on line	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
<b>UK Safer Internet Centre</b>	Works across the UK to provide support for children and staff. They have a professional's helpline and useful resources to support safe and responsible use of the internet	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>  professional's online safety helpline 0844 381 4772 <a href="mailto:helpline@saferinternet.org.uk">helpline@saferinternet.org.uk</a>
<b>Victim Support</b>	National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.	0207 896 3769 Cranmer House, 39 Brixton Road, London SW9 6DZ <a href="http://www.are-you-ok.org.uk">www.are-you-ok.org.uk</a> <b>Helpline 0845 3030 900</b>
<b>Young Minds</b>	National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.	0207 336 1458 48-50 St John Street, Clerkenwell, London EC1M 4DG <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>