



St. Peter's Catholic High School *Mission Statement*

St. Peter's Catholic High School

Anti-Bullying Policy

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Values

St. Peter's Catholic High School's mission is to be a learning and serving community enriched through friendship and Christian faith.

St Peter's Catholic High School is committed to ensuring that all our pupils can learn in a supportive, safe and caring environment without fear of being bullied. Bullying is not tolerated at St. Peter's.

If bullying does occur, all pupils should inform their Form Tutor, Head of Year or Deputy Head of Year and should know that incidents will be dealt with promptly and effectively.

Incidences of bullying are rare at St. Peter's Catholic High School, however all staff should continue to strive to eradicate all forms of bullying. All members of the school community should be confident that if bullying does occur, school will deal with it quickly and effectively. Steps will be taken to help victims feel safe again.

Aims

The school aims:

- to ensure that the whole school community is clear about the Anti-Bullying stance the school takes
- to make our school a safe, secure, caring, inclusive happy environment where each individual can thrive without fear of being bullied
- to ensure that every member of our school community feels valued and respected
- to promote a school climate where bullying and violence are not tolerated and cannot flourish
- to provide protection, support and reassurance for victims
- to develop the self-confidence and self-esteem of all our pupils
- to develop an anti-bullying culture in our school community where it is not acceptable to be a bystander to bullying
- to help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change

This policy has links to the following school policies and procedures:

- equality and diversity policy
- behaviour policy
- acceptable use policy (internet safety)
- safeguarding and child protection policy
- complaints procedure

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can have a destructive and harmful impact on the lives of children and young people. It not only affects those being bullied but also those who bully and those who stand by without intervening or seeking help. It can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression and sometimes even suicide. It can also affect the ability of a child or young person to enjoy, achieve and to be healthy, both physically and emotionally.

Bullying is usually persistent and is often covert, and is a conscious attempt to hurt, threaten, or frighten someone. Bullying impacts on its victims' attendance and attainment at school and can have a lifelong impact on some young people's lives.

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

Forms of bullying / Bullying behaviour can be

- cyberbullying: e.g. chat-room / blogs /message board, email, gaming console, instant messaging, mobile phones including photos, social network site e.g. Facebook, Snapchat, Instagram or video hosting sites such as YouTube
- damage to property: e.g. graffiti, personal property
- inciting others to bullying behaviour
- literature: e.g. distribution/possession of posters/leaflets, literature or material, e.g. pornography, wearing or display of offensive insignia
- physical hurt/attack: e.g. physical intimidation, mimicry, unwanted or inappropriate touching
- psychological: e.g. damage to reputation (sexual, denial of identity, gender / ethnicity), extortion of belongings, identity theft / impersonation, isolation / refusal to work / play with other pupil, revealing personal information, threats
- verbal: e.g. 'joke' making, mimicry/ridicule, derogatory name calling of an insulting and/or personal nature, spreading rumours, swearing, verbal abuse
- victimisation after previous complaint e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident

Examples of bullying incidents.

Bullying can happen for a large number of reasons but the most common are listed below.

- homophobic (any incident perceived by the alleged victim or any other person to be targeted around being lesbian, bisexual or gay. People do not have to be lesbian, bisexual, or gay to suffer homophobic bullying)
- racist (any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving pupils who identify as Gypsy/Roma traveller come under this heading too)
- related to disability, SEN or health (behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments)
- related to home circumstances (e.g. young carers or children in care)
- sexist (incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence)
- sexual (incidents include intrusive language, damage to sexual reputation, inappropriate touching and other behaviour perceived to involve unwanted sexual attention)
- transphobic (incidents are those perceived to be insulting to someone's gender identity or to transgendered people)

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Signs of bullying can be extremely variable and will very much depend on the individual. Staff should be aware of and vigilant to these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- is persistent about being driven to school
- changes their usual routine
- refuses to attend school
- truants from school
- becomes withdrawn anxious, or lacking in confidence
- shows physical changes in behaviour such as stammering
- attempts or threatens suicide
- runs away
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or possessions damaged or missing
- asks for money or starts stealing money (to pay a bully or bullies)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises or other injuries
- comes home very hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

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

Prevention

It is much better to prevent bullying before it occurs rather than to have to deal with it after it has happened. St. Peter's will use a wide range of strategies to try to prevent bullying. These could be:-

- At whole school level – through assemblies when pupils will be informed of the school's zero-tolerance approach to all forms of bullying and prejudice-related incidents and the actions that will be taken to prevent bullying taking place. Assembly time will also be used to challenge the notion that there can be innocent, neutral bystanders with regards to the issue of bullying.

- Form Tutors have a crucial role in developing links with the home and will encourage parents to contact the school if they have any suspicions of bullying. (See Appendix 1 for guidance for parents).
- Participation in local and national initiatives such as Anti-Bullying Week in November. This can be used as an opportunity to raise the profile of the school's commitment to minimising bullying.
- Seek to develop links with the wider community that will support inclusive anti-bullying education.
- At classroom level – through informal discussion during registration, in curriculum areas such as Drama, Religious Education and English and through our cross-curricular delivery of PSHE&C. The focus will be on developing strong anti-bullying messages. (See Appendix 2 for guidance for pupils).
- The school recognises that there are particular times when pupils may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents. The school will work closely with transport providers to ensure that drivers are vigilant at all times and report any suspicions and incidents to us.
- There are locations around the school where incidents of bullying are more likely to occur and again arrangements will be made to ensure that these are properly supervised or pupils will not be allowed to go to these areas.
- Pupils will have the opportunity to contribute to the school's Anti-Bullying Policy through Year and School Councils.
- Pupils will have the opportunity for confidential / anonymous communications, e.g questionnaires, pupil voice.
- Prefects and all pupils will be encouraged to report incidents of bullying and need to see this as responsible behaviour rather than 'telling tales'.
- Training will be provided for all staff including teaching assistants, non-teaching staff and lunchtime supervisors to identify bullying and follow school policy and procedures with regard to bullying.
- The issue of bullying will be regularly discussed at Senior Pastoral Group and Year Team meetings.
- Stereotypical views will be challenged and pupils encouraged to appreciate and view positively the differences in others whether arising from race, culture, gender, sexuality, ability or disability.

Responding to bullying

Bullying allegations

Bullying allegations can come in from a number of different sources including from the pupil, pupil's friend(s), parent, member of staff or a member of the public (if the bullying occurs outside the school grounds). If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it. The pupil may have worried over their problem for some time and will want it to be dealt with sensitively, quickly and effectively.

Staff should take all disclosures seriously, even if, as adults, they do not think the incidents described are 'real' bullying or very serious. Staff should remember that children have a very different perception of what may or may not be serious.

(Further guidance is provided in Appendix 3 on dealing with allegations of bullying.)

Incident Management.

Bullying will be dealt with quickly and fairly once an allegation has been received.

The member of staff who has received the allegation should inform the Head of Year or Deputy Head of Year. Where appropriate, a member of the SLT will be notified by the Head of Year or Deputy Head of Year.

The staff carrying out the investigation should make every effort to establish on the balance of probabilities whether bullying has taken place. If it has, steps will be taken to change the attitude and behaviour of the bully. The school will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they will be applied consistently and fairly. The consequences for the perpetrators will be decided upon in accordance with the Behaviour Policy. Future behaviour will be closely monitored. Parents will be informed as soon as possible.

For the bully, responses will vary depending on the nature of the incident, but may include:

- counselling (Form Tutor, HOY, DHOY, School Chaplain, SLT, other)
- Use of Green/Yellow/Red card (see Behaviour Policy)
- use of a Good Behaviour Agreement
- meeting with parents
- Restorative meeting with the victim(s) - this should be managed carefully by an appropriate member of staff with the prior consent of the victim
- involvement of other appropriate external agencies
- formal recording (racism, homophobia)
- removal from class/group (temporarily or permanently)
- isolation
- fixed term exclusion
- permanent exclusion

Sanctions/support will be used as necessary. The seriousness of the incident and whether or not bullying is persistent or an isolated occurrence will determine which stage of the Behaviour Policy is applied to the perpetrator.

For the victim of bullying, the school will offer a proactive, sympathetic and supportive response. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety
- positive reinforcement that reporting the incident was the correct thing to do
- reassurance that the victim is not responsible for the behaviour of the bully
- strategies to prevent further incidents

- Form Tutor/HOY to ask staff to be vigilant via a SIMS message and/or in a staff briefing meeting
- restoring self-esteem and confidence through counselling - provided by a trusted member of staff such as the child's Form Tutor, Head of Year, Deputy Head of Year, School Chaplain or external agencies
- assertiveness training
- extra supervision/monitoring
- supplying the victim with a discrete log book
- creation of a support group
- peer mentoring
- informing/involving parents
- Restorative meeting with the perpetrator(s) - this should be managed carefully by an appropriate member of staff with the prior consent of the victim

(See Appendix 4 for 'organisations that offer support' for victims of bullying).

Recording and reporting

Incidents of bullying should be recorded on CPOMS and any demerits recorded on SIMS. The HOY will be responsible for ensuring the appropriate records are completed.

Depending on the severity of the bullying, the Form Tutor, HOY or DHOY will contact parents and if necessary invite them in to school for a meeting. In the case of repeat perpetrators, a member of the SLT may also be involved.

Where the bullying is of a racist or homophobic nature, the school will report it to the Local Authority.

Monitoring and support

The Form Tutor, HOY and DHOY will monitor the situation very closely following a bullying incident. All staff will be informed and asked to be particularly vigilant for a period of time following the incident. It is recommended that the Form Tutor, HOY or DHOY will have a follow up conversation with the victim at a later date to ensure that they feel that the incident has been handled effectively. This conversation should be recorded on CPOMS.

Parents of bullies and victims have a right to be informed at any point during or after an investigation. It is good practice to inform parents at the earliest possible stage and to keep in regular contact until the school is satisfied that the victim is no longer at risk.

Vulnerable pupils

It is recognised that there will be some children who may be particularly susceptible to bullying behaviour – e.g. children with special needs, disabilities, physical or mental health problems, new children joining a class, children of ethnic minority status or children with other distinguishing or unusual characteristics. All staff are expected to be especially vigilant to the possibility of such children being subjected to bullying or oppressive behaviour.

Prejudice-related incidents

Prejudice related incidents are incidents (for example using racist, homophobic or sexist language) which need to be addressed but may not constitute bullying because they are not repeated, or not directed at an individual. These incidents often involve the same behaviour as described in the 'What is bullying?' section. An incident may be a prejudice-related incident or a bullying incident, or both. The school will adopt the same procedures in dealing with the incident as it would a bullying incident.

Anti-bullying complaints

At St. Peter's Catholic High School, we recognise that there may be times when parents feel that the school has not dealt with an incident of bullying effectively and we would ask that this be brought to the attention of the Assistant Headteacher with responsibility for Personal Development, Behaviour and Welfare. If the Assistant Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the school's Complaints Procedure. This is available on the school website or on request at reception.

We would also be pleased to receive any positive feedback from parents when incidents have been dealt with effectively.

Monitoring, evaluation and review

The SLT will lead on the implementation of the policy. The Designated Person for Safeguarding will act as the link person with the local authority.

The effectiveness of the Anti-bullying Policy should be monitored in a number of ways:

- through regular discussion in SLT meetings, Senior Pastoral Meetings and Year Team meetings
- through an analysis of the data on CPOMS
- through pupil questionnaires and pupil voice surveys
- through discussion at Year and School Council meetings

An annual report will be made to the governing body, including statistics about:

- the number of reported concerns
- monitoring information about the pupils involved
- motivations for bullying
- actions taken and outcomes

The school will review the policy annually and assess its implementation and effectiveness.

APPENDIX 1

Bullying Don't Suffer in Silence - Information for parents and families

Every school is likely to have some problem with bullying at one time or another. Your child's school must by law have an anti-bullying policy, and use it to reduce and prevent bullying, as many schools have already successfully done.

Bullying behaviour includes:

- name calling and nasty teasing
- threats and extortion
- physical violence
- damage to belongings
- leaving pupils out of social activities deliberately and frequently
- spreading malicious rumours

Parents and families have an important part to play in helping schools deal with bullying.

First, discourage your child from using bullying behaviour at home or elsewhere.

Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. Each school must have an anti-bullying policy which sets out how it deals with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others.

Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied.

Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied;

- calmly talk to your child about it
- make a note of what your child says - particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- reassure your child that telling you about the bullying was the right thing to do
- explain that any further incidents should be reported to a teacher immediately
- make an appointment to see your child's class teacher or form tutor
- explain to the teacher the problems your child is experiencing

Talking to teachers about bullying

- try and stay calm - bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident
- be as specific as possible about what your child says has happened - give dates, places and names of other children involved
- make a note of what action the school intends to take
- ask if there is anything you can do to help your child or the school
- stay in touch with the school - let them know if things improve as well as if problems continue

If you think your concerns are not being addressed:

- check the school anti-bullying policy to see if agreed procedures are being followed
- discuss your concerns with the Head of Year or Deputy Head of Year
- make an appointment to meet the head teacher, keeping a record of the meeting
- if this does not help, write to the Chair of Governors explaining your concerns and what you would like to see happen
- contact local or national parent support groups for advice
- contact the Director of Education for your authority, who will be able to ensure that the Governors respond to your concerns
- contact the Parentline Plus helpline for support and information at any of these stages
- in the last resort, write to the Secretary of State for Education and Employment

If your child is bullying other children:

Many children may be involved in bullying other pupils at some time or other. Often parents are not aware. Children sometimes bully others because:

- they don't know it is wrong
- they are copying older brothers or sisters or other people in the family they admire
- they haven't learnt other, better ways of mixing with their school friends
- their friends encourage them to bully
- they are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- talk to your child, explaining that bullying is unacceptable and makes others unhappy
- discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- show your child how to join in with other children without bullying
- make an appointment to see your child's class teacher or form tutor; explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- regularly check with your child how things are going at school
- give your child lots of praise and encouragement when they are co-operative or kind to other people

This information sheet was prepared by the Department for Education and Employment and has been adapted with their permission. Their full antibullying pack can be found at www.DfES.gov.uk/bullying/index.shtml

APPENDIX 2

Bullying - Don't Suffer in Silence Information for Pupils

If you are being bullied

- try to stay calm and look as confident as you can
- be firm and clear - look them in the eye and tell them to stop
- get away from the situation as quickly as possible
- tell an adult what has happened straight away

After you have been bullied

- tell a teacher or another adult in your school
- tell your family
- if you are scared to tell an adult by yourself, ask a friend to come with you
- keep speaking up until someone listens and does something to stop the bullying
- if your school has a peer support service, use it
- don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

If you find it difficult to talk to anyone at school or at home, ring

**ChildLine, Freephone 0800 1111,
or write, Freepost 1111, London N1 0BR.**

The phone call or letter is free. It is a confidential helpline.

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APPENDIX 3

WHAT TO DO IF A PUPIL TELLS YOU THEY ARE BEING BULLIED

DO:

- listen, allowing them to tell the story in their own words
- do not dismiss the experience as part of growing up
- take the incident seriously
- take action as soon as possible, deciding whether this needs to be in private or public and listening to the bully's version of events
- do not react emotionally, remain calm and reassure the pupil that they are not being weak or foolish
- offer concrete advice, help and support
- make it plain to the bully that you disapprove
- encourage the bully to see the victim's point of view
- punish the bully if necessary using an appropriate sanction
- inform people as necessary as identified in the Anti-Bullying Policy

DON'T:

- be over protective and/ allow the victim to help him/herself
- assume that the bully is thoroughly bad
- keep the whole incident secret because you have dealt with it
- try to hide the incident from the parents of the victim or the bully.

APPENDIX 4

Organisations that can offer support.

The DCSF does not necessarily endorse all the views expressed by these organisations.

11 Million (Office of the Children's Commissioner) Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account. Telephone: 0844 8009113

Act Against Bullying A national charity which highlights new forms of bullying, particularly bullying through social exclusion. Telephone: 0845 230 2560

Actionwork A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying. Telephone: 01934 815163

Advisory Centre for Education Advice line for parents on all procedural matters concerning schools. Telephone: 0808 800 5793

Anti-Bullying Alliance (ABA) Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. Telephone: 020 7843 1901

Beatbullying: CyberMentors This is a unique programme to tackle cyberbullying. CyberMentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.

Bully Free Zone Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals. Telephone: 01204 454958

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

ChildLine Offers a free 24-hour helpline and counselling service for children in distress or danger. Telephone: 0800 1111

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

seeks to provide a complete support package for young people and the significant adults who are involved in their lives through consultancy, behaviour management and children's homes. Telephone: 0116 259 3008

Children's Legal Centre Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children. Telephone: 0800 7832187

Diana Princess of Wales Memorial Award for Young People The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations. Telephone: 0845 3372987

Educational Action Challenging Homophobia (EACH) Established to challenge homophobia in education. Telephone: 0808 1000143

Education for All Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies. Telephone: 020 7593 1851

Equality and Human Rights Commission The Equality and Human Rights Commission is a statutory body established under the Equality Act 2006, which took over the responsibilities of Commission for Racial Equality, Disability Rights Commission and Equal Opportunities Commission. It is the independent advocate for equality and human rights in Britain. It enforces equality legislation on age, disability, gender, race, religion or belief, sexual orientation or transgender status, and encourage compliance with the Human Rights Act and international treaties. It also gives advice and guidance to businesses, the voluntary and public sectors, and to individuals.

Goldsmiths College The Psychology department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.

Kidscape Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages. Telephone: 020 7730 3300

LeapConfronting Conflict Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives. Telephone: 020 7272 5630.

Mencap Mencap fights for equal rights for people with learning disabilities, and their families and carers, and provides housing and employment support. Telephone: 020 7454 0454

Miss Dorothy.com Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds. Telephone: 0870 759 3388

National Autistic Society Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs. Telephone: 0845 0704004

National Children's Bureau Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, it provides information on policy, research and best practice. Telephone: 020 7843 6000

National Healthy Schools Programme A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme coordinator.

National Society of Prevention of Cruelty to Children (NSPCC) NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes. Telephone: 020 7825 2500

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

Parentline Plus Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child. Telephone: 0808 800 2222

School's Out! Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues. Telephone: 01273 298299

Stonewall A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. Telephone: 020 7593 1850 or the free information line: 08000 50 20 20.

Teachers TV A section of the Teachers TV website devoted to anti-bullying, featuring programmes which can be watched online, downloadable resources, links, and interviews with experts on bullying.

UK Observatory for the Promotion of Non-Violence A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people. Telephone: 01483 684552

Victim Support Staff and volunteers offer free and confidential information and support for victims of crime. It operates via a network of affiliated local charities, the Witness Service and the Victim Supportline. Currently developing specialist and outreach services for children and young people affected by crime and bullying. Telephone: 0845 3030900

Youth Justice Board for England and Wales Executive, non-departmental public body working to develop and improve the youth justice system, and to prevent offending by children and young people up to the age of 17. Telephone: 020 7271 3031