

# Rainow Primary School

*Caring, Learning, Achieving.*

## Behaviour, Discipline and Anti-bullying Policy

**Member of staff responsible:**

**Date policy approved:**

**Date to be reviewed:**

**Headteacher**

**Summer 2018**

**Summer 2021**

### Rationale

All schools have a statutory duty to publish a Behaviour Policy. The DfE guidance *Behaviour and Discipline in Schools*, updated in January 2016 states:

*“The ~~headteacher~~Headteacher must decide the standard of behaviour expected of pupils. He or she must also determine the school rules and any disciplinary penalties for breaking the rules”.*

This policy has been written in conjunction with the school's *Safeguarding Policy for Children and Young People* and having regard to the statutory guidance document *Keeping Children Safe in Education 2016*.

It has been updated most recently with regard to the document, ‘*Creating a Culture: How School Leaders Can Optimise Behaviour*’, March 2017, which states:

*“Behaviour in school is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial.”*

At Rainow school we make a distinction between the child and their behaviour: “We like you, but we do not like or accept that behaviour”

Rainow staff also understand that children who sometimes exhibit negative behaviours, may do so due to circumstances beyond their control and we will always endeavour to investigate the root cause of bad or inappropriate behaviour before deciding on a suitable intervention and / or consequence.

### School Vision and Values

*“Growing a community of life-long learners, who will **care** for each other, who all work hard to **learn** new things every day and who will **achieve** more than we thought possible.”*

Our six school learning values encourage children to be:

- *Curious and inquisitive*
- *Ready and Willing*
- *Co-operative Team Players*
- *Resourceful and Independent*
- *Reflective*
- *Determined and Resilient*

Each of our learning values, when broken down, incorporate elements which contribute towards good and desirable behaviour in school. First and foremost, we believe that most children behave well when they feel safe and happy; when teaching is good and when learning is presented in a relevant, interesting and engaging context. We also believe that children need to be taught and learn how to behave appropriately. [Read about our Learning Values here.](#)

## **Aims and Principles**

*“Good behaviour is not simply the absence of ‘bad behaviour’...Good behaviour includes aiming towards students’ flourishing as scholars and human beings.”*

(Creating a Culture: How School Leaders Can Optimise Behaviour, T Bennett, March 17)

These aims and principles are directed towards all pupils, staff, parents, governors and visitors attending Rainow Primary School.

- To promote and maintain good behaviour – developing honest, informed, skilled and honourable citizens of the future.
- To create an atmosphere of mutual respect and tolerance where children are happy, safe and learning.
- To clearly explain what is meant by good behaviour and what is unacceptable behaviour.
- To develop a partnership between home, school and the community and so promote children’s social development.
- To work towards self-discipline, self-regulation and an awareness of the consequences of one’s own behaviour.
- To develop positive behavioural attitudes.
- To be consistent and fair when applying rewards and sanctions.

## **This Policy is based on 5 Key Principles**

1. All children have the right to learn and play free from disruption and aggression.
2. All teachers have the right to teach free from disruption and aggression.
3. Pupils who choose to follow the rules will be rewarded.
4. Pupils who choose to break the rules must face the consequences.
5. Pupils are responsible for their own behaviour.

We are aware that we share the responsibility with parents for the children in our care and the way they behave. We will work closely with parents and enlist their support as they are the shared partners of control.

It must be remembered, however, that what may be acceptable behaviour in some households may not be acceptable behaviour in school and from time to time this may need to be pointed out to parents and children.

High standards of courtesy, consideration, behaviour and good manners are expected of all children and adults in school. It may be necessary from time to time to take firm action but it is our intention to stress the positive aspects of our policy. A smile, a kind word and praise often prove to be the most effective means of establishing and maintaining good appropriate behaviour.

Pupils must know at all times exactly what is expected of them and how they can achieve success in their learning. They should also be aware of the school rules.

## **SCHOOL ORGANISATION - To Promote Positive Behaviour**

Good behaviour in school does not happen by accident. The key to good behaviour and successful teaching and learning is careful planning and effective organisation.

**Tasks, Activities and Learning** should

- Be interesting, relevant, varied, challenging and appropriate to children's needs.
- Reflect high expectations.
- Demonstrate an understanding and commitment to the school's vision and values.

**Environment** - Every attempt should be made to make sure the school environment is:

- Pleasing aesthetically, lively and interesting.
- Functional – with easy access to equipment which is labelled, clean, tidy and in working order.
- Maintained by staff and pupils – it is the staff's responsibility to develop children's skills of independence and their ability to take care of their own and school property.

**Indoor Routines** are established throughout the school for:

- Getting things out and putting things away.
- Moving from one area to another.
- Giving out and storing work.

These routines need to be clearly defined, consistently applied by all staff and reviewed regularly.

### **Outdoor Routines / Break Times**

Should begin and end promptly. Outdoor break sessions end when the bell rings, children are expected to stand still and then walk to their designated lines where the teacher may ring an extra bell for silence. Children are expected to enter the building quietly to establish a working atmosphere.

### **RAINOW SCHOOL RULES**

These rules are reasonable and easily understood. They apply to everyone, in all areas around the school.

1. Be kind, truthful and never say or do anything to hurt other people.
2. Listen carefully and follow instructions first time.
3. Take care of your own things and our school.
4. Do your best and allow others to do their best too.
5. ~~Be polite to one another and~~ follow our Ccourtesy Code.

#### **Courtesy code**

Be polite to one another.

Remember to say 'Please' and 'Thank You'.

Never push in front of other people or rush to be first.

Do not interrupt when someone else is speaking.

Say 'Excuse me' when you pass in front of someone.

Always stand back and let grown-ups through if you are in a doorway.

Show respect for others at all times.

These rules are displayed in the school for all children. Whole school positive behaviour is based around these rules.

## Rewards and Awards

*“...sincere recognition of the student’s achievement is the most valuable reward available. Intrinsic rewards to good behaviour (better learning, the value of the subject in itself) should be prioritised in order to avoid ‘reward fatigue’ where students become desensitised to benefits.”* (Creating a Culture: How School Leaders Can Optimise Behaviour, March 17)

We agree that intrinsic rewards to good behaviour should be our ideal aim for our pupils and hopefully lead to more long-term gains. However we also recognise that certain other more extrinsic rewards and awards can motivate children in the short-term and when linked to desirable behaviours (learning or otherwise) can be an effective strategy.

The staff at Rainow Primary School are also aware of the impact ~~of value and praise~~ of praise. We recognise that praise gives a boost to self-esteem and it can encourage positive behaviour.

School rewards and recognition will be given for sensible, appropriate, thoughtful behaviour, effort, achievement and progress linked to school rules and our learning values. Rewards may consist of, but not limited to:

- Verbal praise.
- Individual rewards: Dojos linked to Rainow Learning Values, Learning Leaf or Learning Award presented at weekly assemblies, stamps, stickers, stars, certificates etc.
- Using other children as examples of good behaviour.
- Displaying examples of good learning.
- Being sent to other teachers / adults to share achievements.
- Notes to parents in reading records, through a phone call, email or class dojo system.

## Sanctions - what happens when things go wrong?

Whilst we are generally proud of the high standards of behaviour of our pupils, we appreciate that from time to time things can go wrong. Consequences are sometimes required to teach the limit of school rules.

Sanctions are clearly communicated to children: what they are, how they are incurred and avoided. Most importantly, sanctions must be fair and used consistently across the whole school community.

Staff will always keep calm, listen, be positive, be consistent, carry out any threatened punishments and follow up problems to their conclusions. Staff will avoid over reacting, sarcasm, humiliating pupils and blanket punishments.

All actions are in ascending order. It is not necessary to work through the list:

- Mild verbal warning – child is to understand why behaviour is inappropriate.
- Firm verbal warning with the expectation that the behaviour will not be repeated.
- Repeating careless/poor work.
- Child learns/sits alone for specified time.
- Child excluded from class or group.
- Being asked to carry out a punishment e.g. writing a letter of apology.
- Child misses break/playtime.
- Child is sent to Deputy Headteacher or Headteacher.

Further inappropriate behaviour may lead to:

- Parents invited into school by class teacher to discuss their child’s behaviour.
- Child placed on class report, behaviour monitored.

- Parents invited into school by Headteacher to discuss their child's behaviour.
- Daily school report put in place with parent.
- Outside agency support/advice requested.
- Fixed term exclusion – Chair of Governors and Local Authority informed.
- Permanent exclusion if appropriate -Chair of Governors and Local Authority informed-

### **Malicious Accusations against Members of School Staff by a Pupil**

There will be a full and proper investigation of any allegation made against a member of school staff by a pupil.

If the accusations are found to be malicious then the pupil will have to face a suitable consequence, to be decided by the Headteacher, or in the case of the allegation made against the Headteacher, a member of the SLT.-

### **Equality**

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Appendix 1 – Anti-Bullying Guidance

# **Rainow Primary School**

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**The policy of this school is that we will not tolerate bullying in any form.**

The importance of protecting pupils from bullying cannot be over-emphasised. There is therefore additional information to this *Behaviour Policy* below which deals specifically with bullying. It has been written with due regard to the DfE advice, *'Preventing and tackling bullying, Advice for Headteachers, Staff and Governing Bodies, July 2017.*

## **Appendix 1. Anti-Bullying Guidance**

It is our responsibility to ensure that school is a place where children feel safe and secure. It is clear from research that we cannot take this for granted and that bullying does exist in our ~~schools. Itschools. It~~ affects a sizeable minority of pupils, not only the bully and the victim. Other children, witnessing violent, aggressive or unkind acts, may come to consider them acceptable and may even join in. We need to be aware of this and to be ready to act when we judge it to be necessary.

### **What is bullying?**

At Rainow School we define bullying in the following way:

*“Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves (remember S.T.O.P – it happens Several Times On Purpose). Bullying is mean and results in worry, fear, pain and distress to the victim/s.”*

*It can be broken down further. The following list is not exhaustive:*

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation, whispering.
- Verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- Physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, using weapons, punching or any other forms of violence, taking or hiding someone's things.
- Racist: racial taunts, graffiti, gestures, making fun of culture and religion.
- Sexual: unwanted physical contact or sexually abusive or sexist comments.
- Homophobic: because of/or focusing on the issue of sexuality.
- Online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via online means.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.
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### **Recognising bullying.**

This is often difficult. The traditional stereotype of the bully is of a boy (usually a boy) who is academically or personally inadequate, who may be bigger than his peers and who bullies to gain respect or power. However, bullies do **not** come in standard sizes and are **not** stereotypes.

It can also be difficult to distinguish between the general 'rough-and-tumble' of school life and the persistent teasing or hurting that characterises bullying. Bullying may take place in 'secret' locations, areas which are difficult to supervise, or on the way to or from school. Bullying, however, is not necessarily kept secret from other pupils. Other pupils as witnesses may be just what the bully seeks. Bullies, both male and female usually have something in common:

- they tend to have assertive, aggressive attitudes over which they exercise little control;
- they tend to lack empathy, they cannot imagine what the victim feels;
- they tend to lack guilt; they rationalise that the victim somehow 'deserves' the bullying treatment.

Anyone dealing with bullying cannot afford preconceptions, or they may not recognise bullying. There is no single pattern of bullying behaviour. Silence and secrecy undermine the power of the school.

### **Recognising Likely Victims**

Bullies generally pick on vulnerable children, but it can be difficult to judge who this might be. The following are possibilities;

- children who are new to the school or class;
- children who are different in appearance, speech or background from others;
- children who suffer from low esteem;
- children who show definite reactions when bullied, e.g. tantrums, loss of control, distress;
- children who are more nervous or anxious.

The 'difference' in a victim may be apparent only to the bully, simply a justification of the bullying. The victim may look just like any other child, or may just be in the wrong place at the wrong time. —Children may suffer in silence, but below is a list of possible symptoms.

Children may:

- be frightened of walking to or from school;
  - be unwilling to come to school;
  - ~~change their route to and from school;~~
  - begin doing poorly in their school work;
  - arrive home regularly with clothes or books destroyed;
  - arrive home hungry because dinner-snack money or packed lunch has been stolen;
  - become withdrawn, start stammering;
  - become distressed, stop eating;
  - cry themselves to sleep;
  - suffer nightmares;
  - have unexplained scratches, bruises, cuts;
  - 'lose' belongings;
  - ask for, or begin stealing, money;
  - 'lose' their pocket money;
  - refuse to say what is wrong;
  - give improbable excuses to explain any of the above.
- (KIDSCAPE - Bullying-Possible signs)*

It is also worth noting that bullies can come in multiples. —Bullies may be demonstrating their power to their gang, or may persuade the gang to join in. This bullying by a gang can be

particularly difficult to deal with, although it is more likely to be visible, because more people are involved.

Having highlighted the problem of bullying and the difficulties in detecting and identifying it, how do we deal with it? Clearly we cannot expect it to just 'go away'. Some action is called for, otherwise we appear to be condoning it. Bullying which is unchecked, or which we appear to condone by ignoring, affects not only those immediately involved but the school in general. The bully may come to believe that it is acceptable and the victim may come to think that they somehow deserve the treatment they are getting. After all, no one has done anything.

- **To be seen to act is as important as taking action – bullying thrives on secrecy and silence.**

### **Strategies for Prevention and Intervention.**

We try to (1) prevent bullying and (2) intervene if we feel that it is taking place. Nobody is completely expert in dealing with or preventing bullying, but we try to create a school environment which makes it clear that bullying behaviour is unacceptable. We endeavour to provide an atmosphere of tolerance and caring for others, where children learn to take account of the consequences of their actions, particularly on other children and to develop respect for other children's rights and belongings. —This is done by making clear our positive expectations of how they should behave, by using opportunities that present themselves in class, in assemblies and in the playground.

#### **1. Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Each class agreeing on their own set of class rules.
- Making national anti-bullying week a high profile event each year.
- Raising awareness through anti-bullying assemblies.
- PHSE (Personal, Health & Social Education) scheme of work from Reception to Year 6 used to educate children about the issue of bullying.
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Children being read stories about bullying.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Prominently displaying Anti-Bullying Code and anti-bullying posters – commercial and produced by the children around the school.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour.
- Encouraging the whole school community to model appropriate behaviour towards one another.

Staff are alert to the possibility of the occurrence of bullying. They encourage children to discuss any such problems and listen sympathetically when they do. Indeed children are positively encouraged to inform teachers if they feel that they are a victim of bullying. Having earlier pointed out the difficulties and uncertainties involved in identifying bullying, there will be times when it will be necessary to take some action.

#### **2. Strategies for Intervention When Bullying Occurs**

#### What can children do if they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative. Generally it is best to tell an adult they trust straight away.
- Tell themselves that they do not deserve to be bullied and that it is wrong.
- Try not to show the bully that they are upset. —It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. Bullies usually pick on individuals.
- Write down the problem and put it in the class worry/suggestion box.

#### What can children do if they know someone is being bullied?

- Take action! Watching and doing nothing looks as if they are on the side of the bully. This is sometimes known as silent approval.
- ~~—~~If they feel they cannot get involved, they should tell an adult immediately. Teachers will deal with the bully without getting them into trouble.
- ~~Do not be, or pretend to be, friends with a bully.~~

#### Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected/reported:

- The Headteacher will be informed.
- A member of staff will be nominated to carry out an initial investigation.
- The member of staff will talk to and listen to the suspected victim, and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the bully about what has happened, to discover why they became involved. They will make it clear that bullying is not tolerated at Rainow Primary School.
- The problem will be identified and possible solutions agreed.
- Sanctions from the behaviour policy will be applied.
- Parents of the victim and the alleged bully will be informed on all matters identified as bullying.
- All incidents of bullying will be recorded as such in the School Incident Log.

#### Action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground to ensure that child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns in a playground log.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded in the monitoring section of the school Incident Log.
- Key friends identified by the child will-might be asked for extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.

- Parents will be invited into school so that action taken can be shared.
- The SENCo and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills etc.-

Action to be taken to support the bully:

- The type of support will depend on individual needs, age and maturity of the child.
- It may be suggested that the children involved meet with the support of their class teachers.
- It will be made clear to the child how their behaviour is unacceptable and the negative impact it is having on the victim.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.
- The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.
- Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used.
- If the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

**Role of Parents**

Parents have an important part to play in supporting the school with anti-bullying. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning behaviour and bullying and make sure your child is not afraid to ask for help.

## **Anti-Bullying Code**

A school Anti-Bullying Code is in use, giving clear advice to children on what to do if they are a witness or a victim of bullying.

### **If you see someone being bullied:**

**DO NOT** rush over and take the bully on;  
**DO** let a teacher or other staff member know;  
**DO** try to be a friend to the person being bullied;  
**DO NOT** be made to join in;  
**DO** try to help the bully stop bullying.

### **If you are a victim of bullying:**

**TELL** a teacher or another adult in school;  
**TELL** your family;  
**TELL** a friend if you are scared to tell someone by yourself;  
**TELL** people until someone listens;  
**DO NOT** blame yourself for what has happened.

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

## Appendix 2

### Procedure for Reporting and Responding to Bullying Incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying. They will be taken seriously by staff and dealt with impartially and promptly. All those involved with the incident will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Ensure the victim (s) is and feels safe.
- Report all bullying allegations and incidents to relevant adults. (a nominated adult, usually the class teacher, and/or the Headteacher will conduct a full investigation)
- Listen and speak to all children involved about the incident separately.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The problem will be identified and possible solutions suggested.
- The bully (bullies) may be asked to apologise. Other consequences may take place and appropriate sanctions applied (see next section).
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- In cases of bullying, the incidents will be recorded by staff on the School Incident Report Sheet (Appendix 3). All reports will be kept in a file in the school office and added to the School Incident Log.
- Parents will be informed and will be invited to come into school for a meeting to discuss the issue.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed at staff meetings.
- If necessary and appropriate, the Designated Safeguarding Lead teacher, Social Services or police will be consulted.

#### The following sanctions may be used:

- Apologise to the victim(s) verbally or in writing.
- Lose privileges.
- Lose playtimes (stay with class teacher, write apology or other suitable consequence).
- Spend playtimes and lunchtimes with an adult.
- Parents will be invited in to school.
- Be removed from class and work in isolation.
- Report to the Headteacher or Deputy Headteacher on a regular basis.
- Be withdrawn from participation in school visit, clubs and events not essential to the curriculum.
- Fixed term exclusion.

- Permanent exclusion.

By taking the measures outlined above, we endeavour to deal positively with any incidents of bullying which may occur in school. We are a telling school. There is no sure, certain or quick 'solution' to bullying but by encouraging children to speak out and by showing that we take it seriously, we help to create an atmosphere in which bullying cannot flourish.

### Appendix 3



Rainow Primary School  
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## School Incident Report Sheet

### 1. Name of pupil alleged to being bullied, class group and date

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

### 2. Name(s) and class(es) of pupil(s) engaged in alleged bullying behaviour


### 3. Source of bullying concern/report (tick relevant box(es))\*

Pupil concerned	<input type="checkbox"/>
Other Pupil	<input type="checkbox"/>
Parent	<input type="checkbox"/>
Teacher	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 4. Location of incidents (tick relevant box(es))\*

Playground	<input type="checkbox"/>
Classroom	<input type="checkbox"/>
Corridor	<input type="checkbox"/>
Toilets	<input type="checkbox"/>
Other	<input type="checkbox"/>

### 5. Name of person(s) who reported the bullying concern

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### 6. Type of Bullying Behaviour (tick relevant box(es)) \*

Physical Aggression	<input type="checkbox"/>	Cyber-bullying	<input type="checkbox"/>
Damage to Property	<input type="checkbox"/>	Intimidation	<input type="checkbox"/>
Isolation/Exclusion	<input type="checkbox"/>	Malicious Gossip	<input type="checkbox"/>
Name Calling	<input type="checkbox"/>	Other (specify)	<input type="checkbox"/>

### 7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/SEN related	Racist	Membership of Traveller community	Other (specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8. Brief Description of bullying behaviour and its impact

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PTO

**9. Details of actions taken and if appropriate dates of monitoring check(s)**

Date of monitoring check(s):

**10. Record of monitoring check(s)**

Signed \_\_\_\_\_ (Relevant Teacher)

Date \_\_\_\_\_

Date submitted to Headteacher / Deputy Headteacher \_\_\_\_\_

### **SSources of further information, support and help:**

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying 0845 230 2560 [www.actagainstbullying.com](http://www.actagainstbullying.com)

Anti-bully [www.antibully.org.uk](http://www.antibully.org.uk)

Anti-Bullying Alliance (ABA) 0207 843 1901 [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Anti-bullying Network 0131 651 6103 [www.antibullying.net](http://www.antibullying.net)

Beatbullying 0845 338 5060 [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Bully Free Zone 01204 454 958 [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

Bullying Online 020 7378 1446 [www.bullying.co.uk](http://www.bullying.co.uk)

BBC [www.bbc.co.uk](http://www.bbc.co.uk)

Childline 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

Kidscape 020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)

[www.kidscape.org.uk](http://www.kidscape.org.uk)

NSPCC 0207 825 2500 [www.nspcc.org.uk](http://www.nspcc.org.uk)

Parentline Plus 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

The Children's Legal Centre 0800 783 2187 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)