

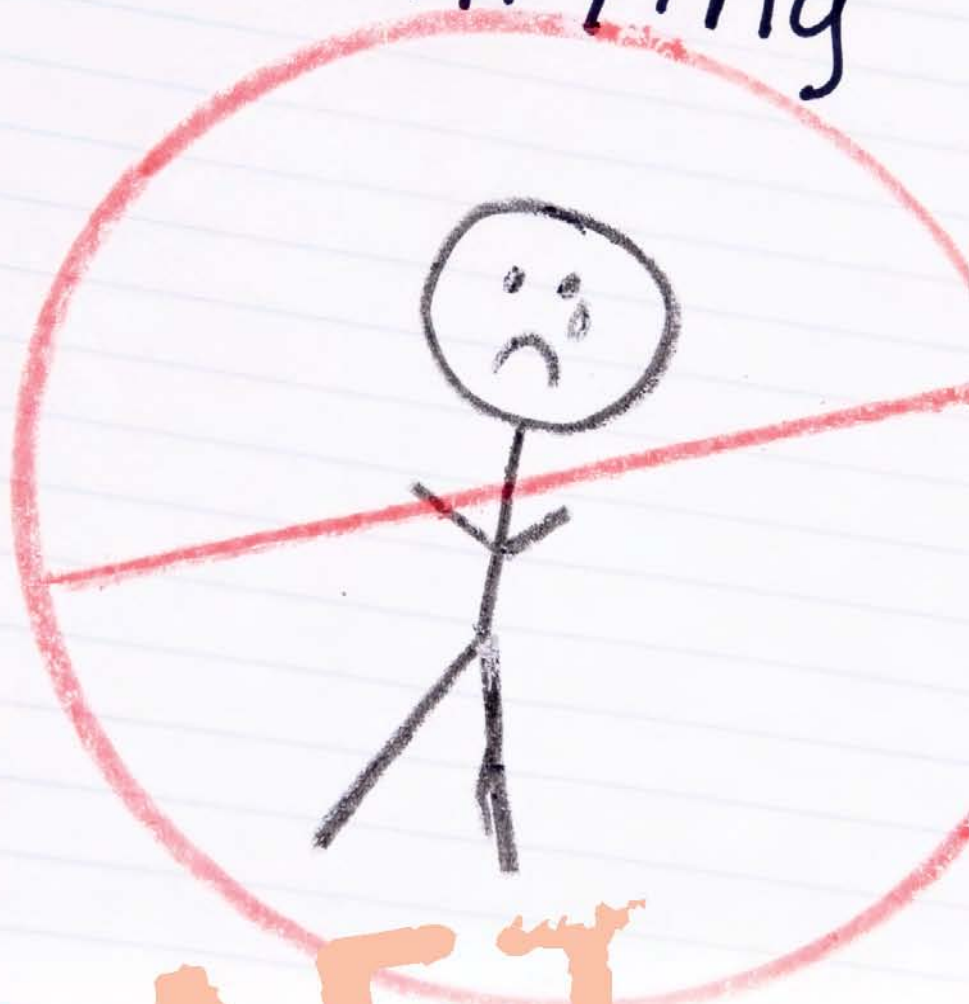
Nottinghamshire
County Council

Children and Young People's Services

Nottinghamshire Anti-bullying Policy

January 2009

Anti-Bullying



DRAFT



Nottinghamshire Anti-bullying Policy Children and Young People's Services

The National Context

Bullying is among the top concerns that parents have about their children's safety and well being. It is also a top concern of children and young people themselves.

Bullying makes the lives of its victims a misery; it undermines their confidence and self esteem and destroys their sense of security. It impacts on its victims' attendance and attainment at school, marginalising those groups who may be particular targets. Bullying can have a life long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

The Government has made tackling bullying a key priority but acknowledges that we do not have enough information on the scale of bullying in our schools and communities. Opinion surveys indicate that bullying is a major concern for children, young people, parents and carers. The misuse of new technology has provided new and particularly intrusive ways for bullies to reach their victims.

There is evidence that a substantial amount of bullying is fuelled by prejudice - racial, religious, homophobic - and against children with special educational needs or disabilities or who are perceived as different in some way.

We all have a shared responsibility to work to prevent and tackle bullying of all kinds. We do this in order to protect the well being of some of the most vulnerable young people and to promote stronger communities in which diversity is valued and the weak protected.

Nottinghamshire Children and Young People's Plan 2007-2010

This sets out our commitment towards the young people of Nottinghamshire:-

'As a partnership our role is to ensure all children and young people in Nottinghamshire achieve their full potential'

'We will work together to provide integrated services for all children and young people in Nottinghamshire 0-19 to improve their life chances and help them maximise their potential'

Our Vision is:

- for all children and young people in Nottinghamshire to feel safe and happy in their communities
- for children and young people to feel secure that bullying is effectively addressed.

The definition of bullying

In Nottinghamshire we have decided to adopt the definition of bullying used by the Department for Children, Schools and Families in their guidance *Safe to Learn: embedding anti bullying work in schools (2007)*.

‘Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’

How we will tackle bullying

We will provide direction, leadership and operational support to schools and the wider community to ensure that all children and young people remain safe from bullying behaviour and have the opportunity to thrive and prosper, emotionally, socially and academically.

All children, young people and their families should feel confident that in all settings of the Nottinghamshire Children and Young People’s Partnership we create an environment in which bullying plays no part.

We aim to work with young people in safe environments, to develop cooperative behaviour and appreciation of diversity. This will involve young people in making decisions and supporting each other where conflicts may emerge and supporting vulnerable young people.

When a child or young person does encounter bullying we will ensure that the mechanisms are in place to allow them to:

- report the incident and feel they have been listened to and taken seriously
- have it properly recorded so it can be monitored, appropriate action taken and followed up

Current position

The development of anti-bullying policies and strategies is a statutory requirement for schools and a non statutory responsibility in other children’s settings.

The Nottinghamshire Anti-bullying Steering Group is a multi agency group responsible for the development and monitoring of Nottinghamshire's anti-bullying strategy and plan. The Group maintains close links with the Safeguarding Children's Board.

We currently produce guidance to schools on reducing bullying in schools and guidance to help them develop their anti-bullying policy.

Key Themes

The anti-bullying policy and strategic plan in Nottinghamshire will be informed by:

- views and feedback from children, young people and their families
- the regular collection and analysis of data
- active engagement with our partners
- a focus on the particular needs of vulnerable groups
- emphasis on preventing bullying as well as recognising and dealing with it when it occurs.

Strategic priorities for 2008-2011

- Raising the profile of anti-bullying work across the Local Authority and its partners
- building on and further embedding work in schools
- ensuring that there is a consistent response to bullying across all agencies.

In all strands of the strategy, consultation and collaboration with children, young people and their families will be a key feature.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying- inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

The Anti-Bullying Steering Group

The Anti-Bullying Steering Group coordinates anti-bullying work across Nottinghamshire and ensure that it conforms to local and national anti-bullying policy for children & young people in Nottinghamshire. Its terms of reference are:

- to contribute and advise on an effective strategy for anti-bullying work in Nottinghamshire
- to ensure that council policy and strategy conforms to national strategy
- to link anti-bullying work across the council
- to raise the profile of anti-bullying work
- to help develop a consistent approach to the recording and monitoring of bullying incidents in schools
- to disseminate and celebrate good practice
- to use existing mechanisms and seek more effective ways of engaging children and young people in this issue.

The group works with all interested parties to establish strategic priorities for anti-bullying work. It develops and monitors the Nottinghamshire anti-bullying plan.

Our Strategic Priorities 2008-2011

Strategic Priority One: Raising the profile of anti-bullying work across the local authority and its partners:

- the development of anti-bullying week in November each year as an opportunity to publicise good practice, celebrate achievement and launch initiatives around anti-bullying
- public awareness campaigns to inform the public about bullying and its effects
- working with transport companies to address bullying and disruptive behaviour on public transport
- revising information about bullying for parents/carers and young people about all types of bullying, including racist and homophobic incidents, bullying vulnerable groups and how to get help and report abuse in relation to the internet.

Success will look like this:

- greater involvement in anti-bullying week across the county in school and settings
- increased use of Nottinghamshire County Council public website for both parents/carers and young people
- increased public awareness and confidence around anti-bullying issues in Nottinghamshire in all schools and settings
- reduction in the number of reported bullying incidents to and from school.

Strategic Priority Two: Building on and further embedding work in schools:

- continue to work with the Healthy Schools programme, as part of the emotional health and well being strand to ensure that all schools working on accreditation for this standard have robust anti-bullying policies and sign the National Anti-Bullying Charter
- work to develop a consistent way of monitoring and recording bullying incidents in secondary schools across Nottinghamshire by examining existing practice then piloting a common procedure
- workshops for schools to support the development of anti-bullying policies with the involvement of young people, parents/carers and governors
- joint training with Nottingham City on cyber bullying for the academic year 2009-10 and training around internet safety and 'acceptable use' policies
- the development of nationally accredited peer mentoring schemes for Nottinghamshire schools through the Befriending and Mentoring Foundation
- pilot, share and promote initiatives and develop resources on specific aspects of bullying
- support 'Smile, no Bullying' project in schools
- support and guidance for school governors
- further develop the SEAL programme (Social and emotional aspects of learning).

Success will look like this:

- Nottinghamshire schools will have robust anti-bullying policies and strategies in place which are supported and involve all stakeholders
- children and young people in Nottinghamshire schools feel that the issue of bullying is taken seriously and feel part of the process that makes their school a safe school
- Nottinghamshire peer mentoring schemes achieve national quality assured standards and use a range of strategies to deal with bullying in their school
- the Council has reliable data about bullying in schools and can target support appropriately
- Nottinghamshire schools have 'acceptable use' policies for the internet and other technologies which address the issues around safeguarding, acceptable use and cyber bullying
- Nottinghamshire schools promote work around the issues of SEN bullying including the bullying of vulnerable adults in their community as part of their PSHE programme
- governors access training and are aware of their responsibilities in relation to anti-bullying
- children and young people in Nottinghamshire schools feel safe in the unstructured times such as lunch and break times.

Strategic Priority Three: Developing work in relation to anti-bullying in all settings:

- Ensuring that there is a consistent response to bullying across all agencies
- explore ways to develop community wide anti-bullying policies and procedures
- devise and pilot a process for obtaining information about the prevalence and nature of bullying across agencies within a defined geographical area.

Success will look like this:

- the development of consistent policies and procedures across Children and Young People's Services on anti-bullying in all settings
- a more detailed understanding of the experiences of children and young people in relation to bullying. From this we will be able to target interventions to reduce bullying and monitor these and improve the safety of children and young people
- young people will report that they feel confident that they will receive a helpful response when they report concerns about their safety.

Nottinghamshire's Anti-Bullying Plan November 2008 – April 2010

Aim: To coordinate and support effective anti-bullying work across Nottinghamshire and ensure that it conforms to local and national anti-bullying standards so that all children and young people in Nottinghamshire feel safe from bullying.

Priority 1 – Raising the profile

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
1.1	<p>Developing AB week as an annual opportunity to focus on good practice, celebrate achievement and launch initiatives including other ways of recognising achievements – ie Diana awards</p> <p>Development of information for families</p>	Lorna Naylor	<p>AB Week 2009-09-02 16 – 20 November</p> <p>Sept 2009</p>	Venue cost - £3000	<p>AB established as permanent calendar event, for all divisions to participate and success celebrated</p> <p>Parents report that they feel more confident about where to get support</p>	<p>Increased involvement of both LA and partners in AB week and involvement of schools and settings</p> <p>Schools report parent's satisfaction. A sample of parent participation groups report satisfaction</p>	<p>All CYPS</p> <p>Parent groups</p>	<p>Young People's Participation</p> <p>Parent participation Extended schools</p>
1.2	<p>Highlight the work of the Anti-Bullying Coordinator and issues relating to disabled children</p> <p>PPS helpline will record every incidence of bullying</p> <p>PPS volunteers will record every instance of bullying</p>	Helen Torr	Ongoing	None	<p>Number of bullying incidents recorded and successfully dealt with</p> <p>Raising the awareness of bullying issues for children with SEN in school</p>	<p>A decrease in the reports of bullying incidents</p> <p>Schools incorporating children with SEN into their anti-bullying policy</p>	<p>HT</p> <p>Administrator</p>	

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
						Children with SEN not being victims of bullying	Volunteers	
1.3	To ensure that when a member of inclusion services group engage with teachers and parents to develop education action plans for children and young people they check with children, young people and parents as to whether or not bullying is an issue that should be addressed in the young person's plan	John Bradley	To appear in 2008/09 ISG Business Plan	No significant new resources required, other than training and support for staff involved	A sample of individual education plans written with the contribution from inclusion services staff produced during 2008/09 show evidence that bullying has been considered as part of the planning process	This will ensure that young people with additional needs who are particularly vulnerable to being bullied have their needs around bullying considered during individual planning	Members of ISG	
1.4	Up to date contact details of relevant support networks into sport website Review codes of conduct for coaches and young people to reflect Produce safeguarding leaflet for young people with info/support for those being bullied	Denise Richards	Dec 2009	Approx £500	Produced and circulated. PDF on website			
1.5	Cool Kids to work on a policy for SEN children	Deb Jones	Sept 2009		A guide relevant and accessible for SEN children written by young people will be available	Children with SEN report feeling more involved in AB work and are getting confident about support		CYPP

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
1.6	To improve the home to school transport experience via the working party	Working group	Continuing	No additional costs	Reduction in number of incidents in vehicles	Improved experience on T to S transport	NCC plus DHT	AB policy

Priority 2 – Build on and further embed AB work in schools

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
2.1	Training and development, supported schools to offer support for CYP and parents on internet safety and cyber bullying by offering workshops for secondary schools. A programme of support to follow including offering CEOP training for staff and supporting parent/carers evening	LN	2009	Cost of venues covered by charges to schools	Secondary schools feel more confident to offer support to CYP and families around cyberbullying and safe internet usage	30% of schools attend workshops on 'cyberbullying the basics' and offer sessions to parents where appropriate. All school develop AUP to include work on cyberbullying and safeguarding	LN E safety group	Safeguarding IT
2.2	Audit of schools re reporting of racist incidents	Sarah Lee	April 2008/Dec 09	None	Significant increase in number of schools submitting accurate returns including nil returns	Staff, students, parents/carers confident that issues of racism are being taken seriously and effectively addressed. CYP target achieved	ECAS team and REC	CYP and LAA

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
	Remind schools of procedure for reporting, recording and investigating racist incidents		April/May 09	None	All schools following procedures correctly and submitting returns, incidents investigated and brought to satisfactory conclusion	Schools and LA compliant with legislation. CYP feel safer and number of incidents of racist bullying reduced	ECAS staff and REC	CYPP and LA
	Development of central training materials	Sarah Lee	June 09/Oct 09	No additional costs	School staff feel more confident and competent in area of race equality but especially in respect of management of racist incidents	Schools and LA compliant with legislation. CYP feel safer and number of incidents of racist bullying reduced. School race equality policies are rigorous and regularly monitored for effectiveness	ECAS staff and REC	CYP and LAA
	Audit individual school race equality policies		Ongoing	None	Schools review policy on a regular cycle. Quality of policies improve	Schools and LA compliant with legislation. CYP feel safer and number of incidents of racist bullying reduced. School race equality policies are rigorous and regularly monitored for	ECAS staff and REC	CYP and LAA

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
	Develop service website with distinct section on racist bullying		April/June 09 (constantly reviewed)	None	Number of hits received on website. Information widely known amongst service users	effectiveness CYP, parents/carers, school staff know how to report, where to get support, specialist advice and information	ECAS staff and REC	CYP and LAA
	Develop PSHE Materials		Nov 09	Publicity materials, advertising costs (community radio, newspapers, schools etc)	Uptake of PSHE sessions from schools – number of schools accessing materials through website	CYP more knowledgeable about subject and clearer about how to report and where to get support	ECAS staff and REC	CYP and LAA
	Help to develop support networks, including race equality champions		Dec 09	Training costs, including venue hire and on going support	Materials disseminated widely. Race Equality Champions identified in settings and training given	CYP have access to peers trained in managing racist incidents/ knowledgeable about racism. Support provided and confidence in reporting incidents increased	ECAS staff and REC Youth Service	CYP and LAA

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
2.3	<p>Making explicit the links between SEAL (both primary and secondary) and anti-bullying work in schools</p> <p>Promoting Student Voice feedback on all aspects of the emotional health and well being of a school including anti-bullying</p> <p>Identification and sharing of good practice in schools</p>	<p>LA, BW and primary seal consultant</p> <p>LA, BW and primary seal consultant</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>No additional costs</p> <p>None</p> <p>None</p>	<p>Schools use SEAL resources to explore anti bullying in PSHE/SEAL time</p> <p>Evidence of student voice response in SEF</p> <p>A directory of Lead Practice Schools for anti-bullying work is established (see PA attendance)</p>	<p>Anti bullying is addressed as a proactive planned component of 'staying safe'</p> <p>Schools have a planned student voice response to emotional health and well being</p> <p>Schools will benefit from peer support with anti-bullying strategies</p>		
2.4	<p>Ensure children feel happy and safe in breaks and lunchtime by: Play in schools training</p> <ul style="list-style-type: none"> • midday play • traditional play • 'It's Playtime' • Buddy training • Therapeutic play <p>Positive play in schools</p> <ul style="list-style-type: none"> • Playworkers in schools • 1:1 play support for referred children • play clubs in schools • play development support to set up parent run playschemes 	<p>Team Manager Play Development</p>	<p>April 09/March 10 Ongoing development process</p>	<p>No additional costs</p>	<p>Attendance at courses and positive evaluations</p> <p>Children report more positive playtimes</p> <p>Teaching staff report a decline in accidents and incidents at playtime</p> <p>Teachers report more positive attitudes to learning</p>	<p>Reduction in playtime incidents</p> <p>More positive response to learning. More positive play experiences.</p> <p>Children express feeling more confidence in their experience of school. Parents more involved with</p>	<p>Play development workers – positive play in schools</p> <p>Play supervisors and playworkers</p> <p>Playwork tutor</p>	

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
	<ul style="list-style-type: none"> play days in school to promote positive play opportunities <p>Anti-Bullying Training</p>	Marian Jackson, Team Manager, Play manager	As above	Courses are costed	Parents express greater confidence with organising positive play opportunities	building positive relationships with children at home and in the school environment		Integrated Services Strategy Early Intervention and Prevention Priority Social & Emotional Aspects of Learning NI56 Obesity in primary schools children CAMHS
2.5	Developing of peer mentoring schemes in Nottinghamshire schools accredited to BMF	Chris O'Brien/LN	2009-2011	<p>National funding for 7 schools available through BMF national pilot</p> <p>Costs funded through Vulnerable Children's Grant</p>	<p>7 schools in Notts receive national accreditation for PM through National Pilot by 2011</p> <p>4 Mansfield secondary schools who have received training through Crime Concern have their schemes quality assured</p>	Notts secondary schools provide robust and sustaining schemes to support vulnerable YP in their schools which are of a nationally recognised standard	BMF School staff	CYPP Young People's participation

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
					5 identified secondary schools accredit existing PM schemes 5 secondary schools in Notts refresh/develop new schemes			
2.6	Governor training. Encourage the importance of a whole school programme of activities to encourage an anti-bullying culture by articles in the governor newsletter, check list for governors, governors to monitor	HO GS	1 st article Autumn 2008, 2 nd Spring 2009. Checklist for inclusion and safeguarding link governors. Summer/ Autumn 2009 report on progress	None	Governor's awareness raised and monitoring for bullying – free school environment established	Young peoples mental health and well being targets	GSMG will monitor GS plan	GS plan
2.7	Corporate Parenting Consultant to remain on AB steering group AB work to be included in all training re LAC	Sue Dean	Ongoing Ongoing	None	All professionals aware of vulnerability of LAC to bullying Development of strategies to support LAC in schools, homes and in the community	LAC better equipped and supported to resist involvement in bullying behaviours	All staff involved with LAC	Children's Plan Social Care and Health Business Plan Corporate Parenting Work Plan

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
2.8	Inclusion support service staff investigate tools to build resilience in C&YP with SEN/LDD	Anthea Bloomer	April 09-March 10	None	Toolkit developed for frontline staff	Staff able to support schools and C&YP in ways to build resilience	DT's Autism team, Sensory staff, Consultants	Behaviour and Attendance
2.9	<p>Healthy Schools</p> <ul style="list-style-type: none"> Develop advice and ideas for schools Relate these to promoting physical activities as a way of actively involving young people over their lunchtime and therefore making bullying less likely at this time Offer meetings with schools MDS staff and PLTs Give presentations related to the physical activity ideas and methods of delivery 	Chris Coverley	Ongoing from Sept 09	No additional cost	Schools feel that new lunchtime activities have reduced bullying incidents	Occupied young people are less likely to become involved in bullying incidents	CC plus support from other healthy school advisors	Healthy Schools newly developed enhancement projects for gold schools
2.10	<p>To form a young persons group as part of the Healthy Schools Participation Group who will</p> <ul style="list-style-type: none"> Producing a young persons version; of the policy Be involved in the monitoring of the strategy and action plan Feedback the views of young people to the ABSG 	LN	Summer term 2009 Ongoing cost of printing Transport/ Hospitality for meetings	Cost of printing Transport Hospitality for meetings cost met by host school Healthy Schools contributed towards costs	The strategy reflects the views of young people in Nottingham	Young people report in Tellus 4 that they feel safer in and more supported in schools and in their local communities LN/AT	LN/AT	Participation CYPP Healthy Schools

Priority 3 – Developing work across all settings

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
3.1	Develop a process for collecting multi-agency information in relation to bullying incidents	Clive Chambers	Pilot established by March 09	Admin time to be provided by Bev Cameron Work to be led through JAT	All agencies monitor <ul style="list-style-type: none"> • Number & nature of bullying incidents • Location • Whether the incident was resolved to the young persons satisfaction 	We will: <ul style="list-style-type: none"> • Have a clearer picture about the prevalence of bullying • Be able to identify more accurately the types of incident and where they occur • Be able to target responses in a focused way 		
	Identify and agree which multi-agency group to lead on coordinated action in relation to bullying	Clive Chambers	March 09	Administration time	All key agencies working in Nottinghamshire will be engaged with the anti-bullying work Children will feel confident that their concerns re bullying are taken seriously	Children will receive a similar response when they report bullying in any setting. Inter agency ownership of the anti-bullying strategy	The following services will be represented: Health CAMHS Children's Social Care Regulated Services Connexions Youth Service Youth Offending Service Voluntary Sector	

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
	Increase multi-agency involvement in work to promote anti-bullying.	Group members	March 09	None identified	The work done by all agencies in response to bullying will be publicised A greater range of agencies will be involved in work undertaken during anti-bullying week	Staff from all agencies will recognise: <ul style="list-style-type: none"> • The impact of bullying • The importance of responding to bullying positively C& YP and their carers will recognise that bullying is something that is taken seriously and will be dealt with appropriately		
	Ensure that work in relation to anti-bullying is seen as one element of work to keep children in Nottinghamshire safe	Clive Chambers	Ongoing	None identified	Nottinghamshire Safeguarding Children Board will quality assure the effectiveness of anti-bullying work. Anti-bullying work will be one of the identified priorities in the Children and Young People's Plan	The importance of anti-bullying work will be reflected in the strategic priorities of the Children & Young People's Partnership		NSCB Business Plan Children & Young People's Plan

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
3.2	To raise the profile and develop a greater understanding of AB within early years	Ruth Hardy	Sept 09		The work will be included in the Early Years Development Plan	Early Years settings will be more aware and able to identify risk factors around bullying behaviour. Settings will be supported to develop strategies for early intervention		Early Years Development Plan
3.3	Train all staff to ensure consistency. Develop curriculum	Chris O'Brien	Sept 08	Internal training	Part of the overall training plan for all staff. Documentation embedded within the existing curriculum	Awareness of all staff at both induction and progression	Youth Service staff	Youth Service Plan
3.4	Ensure there is integrated working within the work of the YOS	J Spencer	May 09		'Bullied' will be a threshold for completion of a vulnerable management plan for all YOS cases. YOS representative on ABSG to ensure integration of YOS activities including schools post, prevention activity and links to Safer Schools Partnership	More targeted preventative work for vulnerable YP within the YOS	All	CYPP

	Action	Lead	Timeline	Resource Implications	Success Criteria	Impact	Staff	Links to other plans
3.5	Ensure that there is effective connectivity between work re bullying re ASB	Chris Walker			Links will b made via the Safeguarding unit meetings	Anti-bullying will be incorporated in the communities projects where appropriate		Community Cohesion policy ASB

Relevant Legislation and Policies

Locally:

- Nottinghamshire Children and Young People's Plan 2007-2008
- Nottinghamshire Healthy Schools Programme
- Challenging Racism Making a Difference – a strategy for improving outcomes for black and minority ethnic children, young people and families in Nottinghamshire

Nationally:

- The RESPECT agenda (2005)
- The Children Act (2004)
- OFSTED HMI 463 Bullying: effective action in secondary schools (2003)
- Tackling Bullying: Listening to the views of children and young people (DfES 2003)
- Bullying: Stay Safe (2007 DfES)
- The SEN Code of Practice 2002 (1.5 Fundamental Principles)
- The Special Educational Needs and Disability Act 2001
- The Race Relations (Amendment) Act 2000
- DfES Circular 10/99
- The Childcare Act 2006
- The Gender Equality Act 2006
- Guidance on the duty to promote community cohesion 2007
- The Human Rights Act 1998
- The School Standards and Framework Act 1998
- The Education Act 2002
- Bullying Today: Office of the Children's Commissioner 2006
- Disability Discrimination Act 2005
- Employment Equity (Religion and Beliefs) Regulations December 2003
- United Nations Convention on the Rights of the Child 1989 ratified 1991
- Valuing People White Paper 2001
- The Prime Ministers Strategy Unit Report: Improving the Life Chances of Disabled People
- Every Child Matters: Change for Children Agenda
- The National Strategy for Behaviour and Attendance 2007 DfES
- Safeguarding Children in Education 2007
- Working Together to Safeguard Children 2006
 - Safer children in a digital world: The Report of the Byron Review

Safe to Learn

- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

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