

## CYBERBULLYING POLICY

### Introduction

The school recognises that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

### Aims

The aims of this policy are to ensure that:

1. pupils, staff and parents are educated to understand what cyberbullying is and what its consequences can be
2. knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community
3. we have effective measures to deal effectively with cases of cyberbullying
4. we monitor the effectiveness of prevention measures

### What is cyberbullying?

- Cyberbullying is the use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people
- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or 'cyberstalking'; vilification/defamation; exclusion or peer rejection;
- impersonation; unauthorised publication of private information or images ('happy-slapping'); and manipulation

## PREVENTING CYBERBULLYING

### Understanding and discussion

- The Anti-bullying Co-ordinator is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness. He/she will report to Assistant Head Pastoral.
- Staff will receive training in identifying cyberbullying and understanding their responsibilities. The Anti-bullying Coordinator will liaise with the Assistant Head Pastoral on this matter
- All staff will be helped to keep up to date with the technologies that children are using
- The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyberbullying and on reporting cases they experience. They will have a voice through the School Council
- Pupils will be educated about cyberbullying through a variety of means: assemblies, conferences, Anti-bullying Week, projects (ICT, PSHE, Drama, English), etc.

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- Pupils (from Y7) and pupils& parents (from Y1) will sign an Acceptable Use Policy before they are allowed to use school computer equipment and the internet in school and parents will be asked to confirm that they have discussed its contents with their children
- Parents will be provided with information and advice on cyberbullying via literature, talks, etc.
- Parents will be provided with information and advice on the legalities of contractual agreements with web companies and organisations
- Pupils and staff will be involved in evaluating and improving policies and procedures

### **Policies and practices**

- Ensure regular review and update of existing policies to include cyberbullying where appropriate
- Provide opportunities for policies to be addressed and for children to be involved in the process of updating and improving them
- Keep good records of all cyberbullying incidents
- Keep AUPs under review as technologies develop
- Publicise rules and sanctions effectively

### **Promoting the positive use of technology**

- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Explore ways of using technology to support assertiveness, self-esteem and to develop friendships
- Ensure all staff and children understand the importance of password security and the need to log out of accounts

### **Making reporting easier**

- Ensure staff can recognise non-verbal signs and indications of cyberbullying
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement
- Publicise to all members of the school community the ways in which cyberbullying can be reported
- Provide information for 'bystanders' including reassurances about protection from becoming victims themselves and informing appropriate staff or parents about incidents they have witnessed
- Provide information on external reporting routes e.g. mobile phone company, internet service provider, Childline

## **RESPONDING TO CYBERBULLYING**

Most cases of cyberbullying will be dealt with through the school's existing Anti-bullying Policy and this must remain the framework within incidents of bullying are investigated. However, some features of cyberbullying differ from other forms of bullying and may prompt a particular response. The key differences are:

- impact: the scale and scope of cyberbullying can be greater than other forms of bullying
- targets and perpetrators: the people involved may have a different profile to traditional bullies and their targets

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- location: the 24/7 and anywhere nature of cyberbullying
- anonymity: the person being bullied will not always know who is bullying them
- motivation: some pupils may not be aware that what they are doing is bullying
- evidence: unlike other forms of bullying, the target of the bullying will have evidence of its occurrence
- it is possible that a member of staff may be a victim and these responses apply to them too

### Support for the person being bullied

- Offer emotional support; reassure them that they have done the right thing in telling
- Advise the person not to retaliate or reply. Instead, keep the evidence and take it to their parent or a member of staff
- Advise the person to consider what information they have in the public domain
- Unless the victim sees it as a punishment, they may be advised to change e.g. mobile phone number
- If hurtful or embarrassing content is being distributed, try to get it removed from the web. If the person who posted it is known, ensure they understand why it is wrong and ask them to remove it. Alternatively, contact the host provider and make a report to get the content taken down.
- Confiscate mobile phone, ask pupil to delete the offending content and say who they have sent it on to
- Contact the police in cases of actual/suspected illegal content
- In some cases, the person being bullied may be able to block the person bullying from their sites and services. Appendix 1 contains information on what service providers can do and how to contact them

### Investigation

- Staff and pupils should be advised to preserve evidence and a record of abuse; save phone messages, record or save-and-print instant messenger conversations, print or produce a screenshot of social network pages, print, save and forward to staff whole email messages
- If images are involved, determine whether they might be illegal or raise child protection concerns. If so, contact: the local police or CEOP (<http://www.ceop.gov.uk/>)
- Identify the bully. See Appendix 2 for guidance
- Any allegations against staff should be handled as other allegations following guidance in Safeguarding Children and Safer Recruitment in Education.

### Working with the bully and applying sanctions

The aim of the sanctions will be:

- to help the person harmed to feel safe again and be assured that the bullying will stop
- to hold the perpetrator to account, getting them to recognise the harm caused and deter them from repeating the behaviour
- to demonstrate to the school community that cyberbullying is unacceptable and that the school has effective ways of dealing with it, so deterring others from behaving similarly
- Sanctions for any breaches of AUPs or internet/mobile phone agreements will be applied
- In applying sanctions, consideration must be given to type and impact of bullying and the possibility that it was unintentional or was in retaliation

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- The outcome must include helping the bully to recognise the consequence of their actions and providing support to enable the attitude and behaviour of the bully to change
- Each of the LVS schools will follow its own disciplinary procedures and its own Anti-Bullying Policy

### **Evaluating the effectiveness of prevention measures**

- Identify areas for improvement and incorporate children's ideas
- Conduct an annual evaluation including a review of recorded cyberbullying incidents, a survey of pupil and staff experiences and a parent satisfaction survey
- Publicise evaluation findings; celebrate what works and what improvements are planned

### **Legal duties and powers**

- The school has a duty to protect all its members and provide a safe, healthy environment
- School staff may request a pupil to reveal a message or other phone content and may confiscate a phone;
- If they consider that a mobile phone may contain evidence of bullying or a crime or the potential of a crime they may investigate the specific contents relating to that act.
- Some cyberbullying activities could be criminal offences under a range of different laws including Protection from Harassment Act 1997.

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## APPENDIX 1

### ***When and how to contact the service provider:***

#### **Mobile Phones**

All UK mobile operators have nuisance call centres set up and/or procedures in place to deal with such instances. The responses may vary, but possibilities for the operator include changing the mobile number of the person being bullied so that the bully will not be able to continue to contact them without finding out their new number. It is not always possible for operators to bar particular numbers from contacting the phone of the person being bullied, although some phone handsets themselves do have this capability. Action can be taken against the bully's phone account (e.g. blocking their account), only with police involvement.

Details of how to contact the phone operators:

O2: 08705214000 or [ncb@O2.com](mailto:ncb@O2.com)

Vodafone: call customer services on 191 from a Vodafone phone or on any other phone call 08700700191 for Pay Monthly customers or on 08700776655 for Pay As You Go customers.

T-Mobile: call customer services on 150 from your T-Mobile phone or on 0845 412 5000 from a landline, or email using the 'how to contact us' section of the T-Mobile website at [www.tmobile.co.uk](http://www.tmobile.co.uk)

#### ***Social networking sites (e.g. Facebook, Bebo, MySpace, Piczo)***

It is normally possible to block/ignore particular users on social networking sites, which should mean the user can stop receiving unwanted comments. Users can do this from within the site.

Many social network providers also enable users to pre-moderate any comments left on their profile before they are visible by others. This can help a user prevent unwanted or hurtful comments appearing on their profile for all to see. The user can also set their profile to for all to see. The user can also set their profile to "Private", so that only those authorised by the user are able to access and see their profile.

It is good practice for social network providers to make reporting incidents of cyberbullying easy, and thus have clear, accessible and prominent reporting features. Many of these reporting features will be within the profiles themselves, so they are 'handy' for the user. If social networking sites do receive reports about cyberbullying, they will investigate and can remove content that is illegal or breaks their terms and conditions in other ways. They may issue conduct warnings and they can delete the accounts of those that have broken these rules. It is also good practice for social network providers to make clear to the users what the terms and conditions are for using the service, outlining what is inappropriate and unacceptable behaviour, as well as providing prominent safety information so that users know how to use the service safely and responsibly.

Contacts for some social network providers:

- Facebook and Bebo: reports can be made by clicking on a 'Report Abuse' link located below the user's profile photo (top left hand corner of screen) on every Bebo profile. Bebo users can also report specific media content (i.e. photos, videos, widgets) to the Bebo customer services team by clicking on a 'Report Abuse' link located below the content they wish to report. Users have the option to

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report suspicious online activity directly to the police by clicking the 'Report Abuse' link and then clicking the 'File Police Report' button.

- MySpace: reports can be made via the 'Contact MySpace' link, which is accessible at the bottom of the MySpace homepage (<http://us.myspace.com>), and at the bottom of every page with the MySpace site.
- Piczo: reports can be made within the service (there is a 'Report Bad Content' button at the top of every member page). At the bottom of the home page and on the 'Contact Us' page there is a link to a 'Report Abuse' page. The 'Report Abuse' page can be found at <http://pic3.piczo.com/public/piczo2/piczoAbuse.jsp>.

### Instant Messenger (IM)

It is possible to block users, or change Instant Messenger IDs so the bully is not able to contact their target any more. Most providers will have information on their website about how to do this. In addition, the Instant Messenger provider can investigate and shut down any accounts that have been misused and clearly break their terms of service. The best evidence for the service provider is archived or recorded conversations and most IM providers allow the user to record all messages.

It is also good practice for Instant Messenger providers to have visible and easy-to-access reporting features on their service.

Contacts of some IM providers

- MSN: when in Windows Live Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse' and there is also an online feedback form at <http://support.msn.com/default.aspx?mkt=en-gb> to report on a
- Range of products including MSN Messenger.
- Yahoo!: when in Yahoo! Messenger, clicking the 'Help' tab will bring up a range of options, including 'Report Abuse.'

### Email providers (e.g. hotmail and Gmail)

It is possible to block particular senders and if the bullying persists and alternative is for the person being bullied to change their email addresses. The email provider will have information on their website and how to create a new account.

Contacts of some email providers

- Hotmail: there is an online contact form at <http://support.msn.com/default.aspx?mkt=en-gb>.
- Gmail: there is an online contact form at [https://services.google.com/inquiry/gmail\\_security4](https://services.google.com/inquiry/gmail_security4).
- Yahoo! Mail: there is a 'Help' link available to users when logged in, which contains a reporting form.

### Video-hosting sites

It is possible to get content taken down from video-hosting sites, though the content will need to be illegal or have broken the terms of service of the site in other ways. On YouTube, perhaps the most well known of such sites, it is possible to report content to the site provider as inappropriate. In order to do this, you will need to create an account (this is free) and log in, and then you will have the option to 'flag content as inappropriate'. The option to flag the content is under the video content itself.

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YouTube provides information on what is considered inappropriate in its terms of service see [www.youtube.com/t/termssection5c](http://www.youtube.com/t/termssection5c).

### **Chat rooms, individual website owners/forums, message board hosts**

Most chatrooms should offer the user the option of blocking or ignoring particular users. Some services may be moderated, and then moderators will warn users posting abusive comments or take down content that breaks their terms of use.

## APPENDIX 2

### **Identifying the Bully**

Although the technology seemingly allows anonymity, there are ways to find out information about where bullying originated. However, it is important to be aware that this may not necessarily lead to an identifiable individual. For instance, if another person's phone or school network account has been used, locating where the information was originally sent from will not, by itself, determine who the bully is. There have been cases of people using another individuals' phone or hacking into their IM or school email account to send nasty messages.

In cases where you do not know the identity of the bully, some key questions to look at:

- Was the bullying carried out on the school system? If yes, are there logs in school to see who it was? Contact the school IT helpdesk to see if this is possible.
- Are there identifiable witnesses that can be interviewed? There may be children who have visited the offending site and left comments, for example.
- If the bullying was not carried out on the school system, was it carried out on a mobile or a particular internet service (e.g. IM or social networking site)? As discussed, the service provider, when contacted, may be able to take some steps to stop the abuse by blocking the aggressor or removing content it considers defamatory or breaks their terms of service. However, the police will need to be involved to enable them to look into the data of another user.
- If the bullying was via mobile phone, has the bully withheld their number? If so, it is important to record the date and time of the message and contact the mobile operator. Steps can be taken to trace the call, but the mobile operator can only disclose this information to the police, so police would need to be involved. If the number is not withheld, it may be possible for the school to identify the caller. For example, another student may be able to identify the number or the school may already keep records of the mobile phone numbers of their pupils. Content shared through a local wireless connection on mobile phones does not pass through the service providers' network and is much harder to trace. Similarly text messages sent from a website to a phone also provide difficulties for tracing for the internet service or mobile operator.
- Has a potential criminal offence been committed? If so, the police may have a duty to investigate. Police can issue a RIPA (Regulation of Investigatory Powers Act 2000) request to a service provider, enabling them to disclose the data about a message or the person sending a message. This may help identify the bully. Relevant criminal offences here include harassment and stalking, threats of harm or violence to a person or property, any evidence of sexual exploitation (for example grooming or inappropriate sexual contact of behaviour). A new national agency called the Child Exploitation and Online Protection Centre (CEOP) was set up in 2006 to deal with child sexual exploitation, and it is possible to report directly to them online at [www.ceop.gov.uk](http://www.ceop.gov.uk) However, it is important to note that it is the

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sexual exploitation of children and young people, not cyberbullying, which forms the remit of CEOP.

### **Information about cyberbullying and civil and criminal laws**

It is very important for schools to take cyberbullying seriously. It can be a very serious matter and can constitute a criminal offence. Although bullying or cyberbullying is not a specific offence in UK law, there are criminal laws that can apply in terms of harassment, for example, or threatening behaviour, or indeed – particularly for cyberbullying – threatening and menacing communications.

## APPENDIX 3

### **Some Useful Agencies/Resources**

Websites and resources that offer support guidance and strategies for children, young people, schools and parents/carers to prevent all forms of bullying:

#### **Anti-Bullying Alliance**

This site offers information advice and resources on anti-bullying. It is intended to be a one stop shop where teachers can download assembly materials, lesson ideas and information including those for Anti-Bullying Week. The site brings information, advice and resources together from more than 65 of its members, which include charities Childline, Kidscape, Mencap and the Association of Teachers & Lecturers (ATL). It has a site called Hometown for children and young people about dealing with all forms of bullying <http://www.anti-bullyingalliance.org/>

#### **Anti-Bullying Questionnaire**

Anti-Bullying Questionnaire that schools can download and use to find out about the prevalence of bullying. Go to the following web page and click on Questionnaire. <http://www.anti-bullyingalliance.org/abawek2005.htm>

#### **Anti Bullying Network**

An excellent Scottish Anti-Bullying site based at the University of Edinburgh dedicated to promoting a positive school ethos. It has advice for pupils, teachers, parents, on all aspects of bullying, including homophobic, racist and cyber and good case examples of schools in the region that have tried out various strategies to reduce bullying, organised under specific headings. Schools may find these useful for ideas and to adapt. <http://www.antibullying.net>

#### **Antibully**

Provides advice to parents whose children are subject to bullying, to spot the signs, listen to them carefully and praise their courage in wanting to deal with the situation. <http://www.antibully.org.uk/bgbullied.htm>

#### **AboutKidsHealth**

A Canadian resource and website being developed at The Hospital for Sick Children, one of the largest paediatric teaching hospitals in the world. It has excellent resources on a

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number of topics related to children and young people's emotional health, well being and safety, including behaviour, bullying and a good section on cyberbullying. <http://www.aboutkidshealth.ca/ofhc/news/FTR/3879.asp>

### **Antidote**

This is a pioneering organisation that seeks to shape a more emotionally literate society through its work with schools. It offers an online schools survey SEELS to enable schools to assess their emotional environment for learning. It also builds capacity for school to deliver SEAL. <http://www.antidote.org.uk>

### **BeatBullying**

A very successful charity that supports borough-based, youth-lead, anti-bullying campaigns. It works with young people and professionals and organises seminars, training courses and conferences. It has an accessible website for young people and schools. It also provides professionals with comprehensive antibullying toolkits. <http://www.beatbullying.org>

### **British Youth Council**

The BYC brings young people together to agree on issues of common and encourage them to bring about change through taking collective action. <http://www.byc.org.uk>

### **Bullying Online**

This provides some useful information on a number of bullying behaviours and strategies to prevent bullying. It offers advice to parents and children. However there is no contact link or "about us" section so we do not really know who is behind the organisation or what they stand for. <http://www.bullyfreeworld.com>

### **BBC Bullying**

This provides links and resources explaining how to stop bullying. It also signposts examples of successful school anti-bullying projects and ideas. For example, see Eastlea Community College in Newham and what young people did themselves to raise money and awareness for a bullying awareness project. <http://www.bbc.co.uk/schools/bullying>

### **Chatdanger**

This gives advice for young people and parents on using Internet Chatrooms safely. <http://www.chatdanger.com>

### **Children's Express**

Children's Express is a UK-wide news agency producing news, features and comment by young people for everyone. It encourages young people to express their views through story, journalism, photos and images on all issues including bullying that affect them. It also publicises what the Children's Commissioner is doing for children. [www.childrens-express.org](http://www.childrens-express.org)

### **CEOP: (Child exploitation online protection)**

A newly formed government agency that is dedicated to promoting online safety for children who may be vulnerable to sexual exploitation in chat rooms. It works with a number of charities and police across the UK and has a website for secondary age pupils called 'thinkuknow'. <http://www.ceop.gov.uk/>

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## **ChildLine**

This provides a 24 hour helpline for children and young people being bullied in the UK. Children and young people can call 0800 1111 to talk about any problem. It is a major charity that is now housed with NSPCC. It provides training in peer support for pupils and schools and has a range of publications and downloadable resources for children, parents and teachers. <http://www.childline.org.uk>

## **Childnet International**

This is a charity that aims to make the internet a safer place for children and is dedicated to internet safety. It is concerned to prevent abuse on the internet and cyber bullying. It has advice for children and parents and has some useful resources for teachers of ICT at key Stage 3 on internet safety. It is located in South London (Brockley). <http://www.childnet-int.org>

## **Children's Legal Centre**

This has produced a very helpful document called 'Bullying-a Guide to the Law' which can be downloaded. This publication is an essential tool for parents whose children are being bullied and for professionals providing advice in this area. It advises on actions schools are required to take to prevent and deal with bullying effectively, as well as providing practical advice on what parents can do if a school fails to support their child. <http://www.childrenslegalcentre.com>

## **Commission for Racial Equality**

This has examples of anti-harassment policies and links for education establishments to websites that provide relevant information on racist aspects of bullying. <http://www.cre.gov.uk>

## **Kidscape**

Kidscape is committed to keeping children safe from abuse. It is the first charity in the UK established specifically to prevent bullying and child sexual abuse it provides information, good resources and training for children and young people under the age of 16, their parents/carers. It offers a range of courses for professionals. It also provides courses in assertiveness training, ZAP, for children and young people and develops their confidence and skills to resist bullying and forms of abuse. <http://www.kidscape.org.uk>

## **NSPCC**

The NSPCC works tirelessly and promotes public campaigns to stop cruelty to children. There is advice on a number of issues related to bullying, child protection, and abuse. Kids Zone which contains details for their child protection helpline for young people who have problems at home or are being bullied. <http://www.nspcc.org.uk>

## **Bullying and Disability**

Factsheet produced by the Bullying Task Force of the Transition Information Network (TIN), an alliance of organisations and individuals who come together with a common aim: to improve the lives and experiences of disabled young people's transition to adulthood. The factsheets on bullying and disability provides some insight into the different types of bullying and how the law can help stop bullies. Available at: [www.bullyingtaskforce.org/doc/infosheet\\_pt1.doc](http://www.bullyingtaskforce.org/doc/infosheet_pt1.doc)  
[http://www.bullyingtaskforce.org/doc/infosheet\\_pt2.doc](http://www.bullyingtaskforce.org/doc/infosheet_pt2.doc)

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## **Bullying around Racism, Religion and Culture**

This advice for schools is the first in a suite of specialist guidance on countering prejudice-driven bullying in schools. This advice was created with the help of children and young people, Head teachers and staff, community and voluntary sector organisations, professional associations and local authority officers. Available at: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying>

## **Books**

Most of the websites listed above have books and resources that schools can order to extend their understanding of bullying and how to prevent it.

## **Journeys**

Children and young people talking about bullying. This booklet, the first publication from the Office of the Children's Commissioner for England, tells the real stories of ten children and young people who have experience bullying. It also includes their tips for dealing with bullying and an endnote by Al Aynsley-Green, the Children's Commissioner for England. Available at: <http://www.anti-bullyingalliance.org.uk/pdf/journetsa4.pdf>

## **Primary**

"A Volcano in my Tummy" written by Eliane Whitehouse and Warwick Pudney. The book begins with a little insight into anger itself as well as the "rules" of anger. Anger is okay. It's okay to feel anger, to talk about anger, to express anger in an appropriate way. It's not okay to hurt yourself and other people, animals or things when you are angry. This is an excellent practical resource with imaginative ideas for lessons to help children to manage and deal with the emotion of anger. [www.amazon.co.uk](http://www.amazon.co.uk)

## **Secondary**

Adolescent Volcanoes. Is another marvellous book that has a section for adolescents and one for adults giving useful activities and exercises that can be adapted to help young people to deal with anger, set boundaries and communicate appropriately.

## **APPENDIX 4**

### **Reports, Training Materials and Strategies to reduce bullying:**

Reports by OfSTED and HMI that summarize practice and indicate ways forward:

1. Bullying: Effective action in secondary schools (2003). A report by OfSTED see website – <http://www.ofsted.gov.uk>
2. Recent and very good. 'Tackling Bullying in schools'. A survey of effective practice June (2006). This is a lively and very useful report on strategies schools use to prevent bullying, highlighting good practice case examples from Her Majesty's Inspectors in Education and Training in Wales. It can be downloaded from: [http://www.estyn.gov.uk/Publications/Remit\\_Tackling\\_Bullying\\_in\\_schools\\_survey\\_of\\_effective\\_practice.pdf](http://www.estyn.gov.uk/Publications/Remit_Tackling_Bullying_in_schools_survey_of_effective_practice.pdf)
3. Another report from ESTYN on good practice in managing behaviour in schools is also relevant (July 2006) [http://www.estyn.gov.uk/Publications/Remit\\_Tackling\\_Bullying\\_in\\_schools\\_survey\\_of\\_effective\\_practice.pdf](http://www.estyn.gov.uk/Publications/Remit_Tackling_Bullying_in_schools_survey_of_effective_practice.pdf)

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## DCSF Suite of Guidance

### Safe to Learn

- Bullying Around Race Religion and Culture
- Cyberbullying
- Homophobic Bullying
- Bullying of Children with Special Needs and Disabilities.

### Primary and Secondary National Strategies

Social and Emotional Aspects of Learning (SEAL)

Primary Materials 'Say No to Bullying'

An archive of PDFs providing guidance on the theme 'Say no to bullying', forming part of SEAL Excellence and Enjoyment. Includes guidance on staffroom and family activities, the Foundation Stage and Years 1 to 6

[Nationalstrategies.standards.dcsf.gov.uk/node/89185?uc=force\\_uj](http://Nationalstrategies.standards.dcsf.gov.uk/node/89185?uc=force_uj)

### Secondary National Strategy

SEAL: Anti Bullying Resource for Secondary Schools

It includes a theme overview

- A set of structured staff development opportunities.
- Ten example learning opportunities for use with pupils in Years 7.8 and 9 that can be delivered flexibly to promote progression or to develop specific skills according to needs. These flow from a series of stimulus materials. They are divided into three themes: individuals, resilience and bullying; group bullying; prejudice-driven bullying: [Nationalstrategies.standards.dcsf.gov.uk/node/66375](http://Nationalstrategies.standards.dcsf.gov.uk/node/66375)

### Healthy Schools

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

The accreditation guidance for Healthy schools especially in relation to emotional health and well being (EHWB) and how this impacts on bullying. Anti-Bullying Guidance was published from Healthy Schools in November 08

### Inside Justice Week (18-25 November)

Shows people how they can help deliver justice and why it matters. Schools up and down the country have participated in the campaign in previous years, running mock trials, attending events at local courts and police stations, and even welcoming the local police into their classes.