Baden-Powell and St. Peter's CE Junior School

Anti-Bullying Policy

Date		**By which body**
Update	Autumn 2026	Phil Ballance
Ratified	November 2026	Full Governing Body Committee

1. **Statement of Intent**

Baden Powell and St Peter's CE Junior School is committed to providing a safe, caring and friendly environment for all of our children. We strongly believe that children have the right to learn in a relaxed and secure atmosphere. **No form of bullying is acceptable in our school**. If a bullying incident does occur, all children should be able to tell an adult and know that it will be dealt with promptly and effectively. This also means that any person, who may be aware of bullying incidents, has the responsibility to tell a member of staff.

2. **What do we do?**

Our school's Anti-Bullying Champion is **Phil Ballance** who is also lead for behaviour at Baden Powell and St Peter's CE Junior School. He works alongside the school's Safeguarding leads and Senior Leadership Team to ensure that procedures in place to address bullying are robust and that all incidents are recorded using the school's anti-bullying log (Trackit Lights). Useful tools such as questionnaires and surveys, undertaken by staff/students/parents and carers, provide the school with key information relating to areas for development. When necessary, the Anti-Bullying Champion will work alongside the class teacher and other key adults to monitor any incidents and respond accordingly by speaking to children and parents/carers involved. There is an anti-bullying strategy located in the staffroom and all staff have read the current anti-bullying policy in order to understand procedures. This is also given to new staff when they begin their role at BPSP. In 2021, BPSP were awarded the **bronze award** in **the All Together Against Bullying: Whole School**

Programme and in **2024 we achieved the GOLD award in this programme**. We are so proud that our efforts for keeping our school a safe and happy place to be, are being recognised.

Baden Powell and St Peter's CE Junior School fully supports Anti-Bullying Week and the promotion of Anti-Bullying throughout the year. On occasions, we have invited the Safer School's Team (SSCT) in to discuss with the children about any matters affecting them and their age group. These discussions/presentations are aimed at and developed for each year group to target specific age-related issues. Also, staff meeting time is often dedicated to scenarios and procedures around specific issues connected to bullying.

Our Anti Bullying Champion, Ambassadors and Pastoral Care team (Karen Johnstone and Melinda Jahn), upon referral, spend time with any children feeling vulnerable or in need of additional support. They also discuss any concerns that may result from a conversation with the class teacher, a parent, any other member of staff or the child themself. Linked to this, BPSP has a worry box, where children can write down their concerns, if they don't want to speak to someone directly. These are always followed up at the earliest convenience by our Pastoral Care team or passed to the relevant class teacher.

According to the latest published Anti-Bullying Strategy, some of the most popular types of preventative work are:

- Anti-Bullying forums
- SSCT visits
- Peer Mentoring.

All of which, Baden Powell and St Peter's CE Junior School take part in. Along with:

- Staff training on specific matters
- A clear behaviour and relationships policy which all pupils/staff are aware of
- Dedicated PSHE Lessons
- Staff/parent/student questionnaires
- School Council meetings with anti-bullying as a subject matter
- Assemblies dedicated to our behaviour and relationships policy
- A team of Anti-Bullying Ambassadors in each year group (pupils)
- AB Ambassadors who run games by the Buddy Bench to include any children who are feeling lonely.
- Other – issues dealt with as and when they occur

3. What is Bullying?

The Anti-Bullying Alliance defines Bullying as:

*The **repetitive, intentional hurting** of one person or group by another person or group, where the relationship involves an **imbalance of power**. We, at BPSP, define and remember the concept of bullying as "**STOP**" –Several Times on Purpose.*

3.1 Types of bullying behaviour. <u>Definitions</u>.

Direct bullying takes place between the victim and the perpetrator. Bullying behaviour can take many forms including:

Indirect bullying is often associated with social rejection by a wider peer group and is more subtle in its nature, for example spreading rumours, or deliberately ignoring the victim.

Verbal - Name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, taunting, bragging, and ridicule

Physical - Unprovoked assaults such as prodding, pushing, hitting or kicking, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as weapons

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion.

3.2 Categories of bullying behaviour

Bullying related to race, religion or culture

Racist bullying can be defined as 'A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'. Bullying around Racism, Religion and Culture: some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) or disabilities (Equality Act 2010)

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Bullying involving children and young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common.

Additional forms include:

- Manipulative bullying, where the perpetrator tries to get the victim to act in a certain way – do something they should not do – when they may not be able to recognise that they should not do this
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sounds
- Conditional friendship where the victim is 'allowed' to be in the friendship group only on certain conditions. These are intended to get the victim into trouble or to humiliate them and may put the victim in danger
- Children with disabilities also report persistent, seemingly 'low level' bullying from which there is no let up. Eventually the victim 'snaps'. This is commonly seen among children on the Autistic spectrum. They can become uncontrollably angry when this occurs

- Among children with disabilities of various kinds, a hierarchy can develop based on skills. Bullying can occur within such hierarchy. For example, the sighted may bully the unsighted
- There are typically high levels of bullying between children with emotional and behavioural difficulties, as well as bullying of them by other children
- Young people with disabilities report being bullied in the street, on the bus, in shops or at college.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema or facial disfigurement, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying. Obvious signs of affluence (or lack of it), can also be exploited.

Sexual, sexist and transphobic bullying

Sexual bullying includes behaviour, whether physical or non-physical, where sexuality is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti, badges and clothing, circulation of inappropriate material of a sexual nature may be used. In its most extreme form, it can lead to sexual assault or rape. Bullying UK links sexual bullying to domestic violence. (Go to www.bullying.co.uk for more information)

Transphobic bullying refers to bullying because someone is, or is thought to be, transgender. Pupils identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the gender role prescribed to them) can also be targeted by bullies.

LGBT+

LGBT (lesbian, gay, bisexual and transgender) children and young people can be more at risk from bullying due to being targeted for their actual or perceived sexuality or gender identity.

The Equality Act 2010 introduced a public sector equality duty. At Baden-Powell and St Peter's CE Junior School we must have due regard for the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This duty covers the 'protected characteristics' which include sex, sexual orientation and gender reassignment. Under the public sector equality duty, schools must act if they are aware of the use of

discriminatory language or language which targets pupils or school staff because of their protected characteristics.

You can find out more via the Equality and Human Rights Commission guidance.

Homophobic bullying is bullying related to sexual orientation. Evidence of homophobic bullying suggests that young people who are lesbian, gay or bisexual (LGB) or perceived to be, face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The pupil may not want to report bullying if it means "coming out" to teachers and parents before they are ready to. Prejudiced based language is unacceptable and therefore the term 'gay' as an insult is unacceptable and should always be challenged.

Bullying of young carers or children in care, or otherwise linked to home circumstances (Equality Act 2010)

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children in care may also be vulnerable to bullying for a variety of reasons, such as not living with their birth parents or because they have fallen behind in their studies. Further information about how schools can ensure that they address issues of bullying in relation to looked-after children is included in *Looked After Learners: A Practical Guide for School Governors.*

The Princess Royal Trust for Carers and the Children's Society have both published information to help school and other staff identify and support young carers. This can be accessed via their websites e.g. 'Supporting pupils who are young carers' from the Children's Society at http://www.youngcarer.com/resources www.childrenssociety.org.uk/ www.carers.org/

Environmental and family influences

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence. There are clear links between bullying and domestic abuse as both involve an abuse of power by the perpetrator. Sometimes children in domestic abuse situations can model the behaviour of the perpetrator and can become bullies themselves or be bullied. Bereavement or the experience of being part of a refugee family are other instability factors and could mean a young person is more susceptible to bullying. Siblings of vulnerable children may themselves be the subject of bullying by association.

Cyberbullying

Cyberbullying is a "method" of bullying, rather than a "type" of bullying. It includes bullying via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying – i.e. technology can be used to bully for reasons of race, religion, sexuality, disability etc. Though the evidence base is narrow, UK studies indicate that around 20% of children and young people have suffered cyberbullying. Prolonged campaigns of

harassment can occur, aimed at both pupils and staff. There is some evidence of a strong transition in cyberbullying: those who have been bullied can go on to do the bullying themselves.

4. Why is it important to respond to Bullying?

All staff at Baden Powell and St Peter's CE Junior School understand that being a victim of bullying is a painful experience. No one deserves to feel that pain. Everybody has the right to be treated with respect and should be allowed to work together in a safe environment where young people can live, grow, play and learn happily. It is also important that the person showing bullying behaviour has the chance to learn from their behaviour and receive some reflect and restore time to prevent further occurrences.

5. Objectives of this Policy

- All members of staff, adult helpers and pupils should understand what 'bullying' is.
- There is an updated Anti-bullying Policy in the staffroom.
- Everyone should be aware of the school's Anti-Bullying Policy and how to manage reports of bullying.
- All children should feel safe in the knowledge that they can talk to a member of staff/ adult/ AB ambassador about a situation if it arises.
- As a school, we take bullying extremely seriously and all involved should be assured that they will be supported should a report of bullying occur.
- We have our own school Anti-Bullying Charter which children have signed and agreed to.
- Bullying will not be tolerated.

6. Signs and Symptoms

Sometimes children don't feel confident enough to come forward and tell of a bullying incident. In these cases, a child may indicate by signs or behaviour that he or she is being bullied. It is important to note, that there can be many reasons why these signs or why this behaviour occurs and doesn't always equal bullying. However, adults should be aware of these possible signs and should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go outside at break times with their friends
- begs to be driven to school so they don't have to walk
- changes their usual routine
- is unwilling to go to school (especially if this is a new dispute)
- begins to truant
- becomes withdrawn, anxious or begins to lack confidence
- begins to develop a stammer
- attempts or threatens self-harm or running away
- cries themselves to sleep at night or has regular nightmares

- regularly feels sick in the morning
- begins to lose their motivation and commitment to school
- comes home with torn clothes or damaged possessions
- is frightened to say what's wrong
- is nervous and jumpy around people (or when cyber messages are received)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children e.g. siblings
- stops eating

It is important to remember that any of the above could indicate other concerns which aren't related to bullying. It is still vital to talk to someone if you have any of the above concerns. Bullying can also come from an adult i.e. member of staff, another parent, someone at home, although the latter would then be seen to be emotional abuse.

7. School procedures for dealing with bullying

The following steps will be taken when incidents of bullying are suspected:

- If bullying is suspected or reported, the incident will be dealt with by the Class Teacher, in the first instance.
- Next, the incident will be investigated either by the Class Teacher or Year Leader and all those involved will be interviewed. The incident will be recorded on Trackit Lights either as alleged bullying or bullying. If it is deemed to be a bullying case, then the Anti-Bullying Champion (PB) will be contacted and made aware of the situation. Otherwise, this must be monitored by Class Teacher and/or Year Leader to check it does not continue. If at any point guidance is needed, then contact is made with Anti-bullying Champion or a member of safeguarding team. (RR,AK,PB,KJ,MJ,HI)
- In the case of a bullying issue, a clear account of the incident will be recorded on Trackit Lights and shared with the Senior Leadership Team (SLT)
- If deemed as bullying, all parents will be informed by the class teacher in the first instance and kept updated throughout the investigation. If alleged bullying is logged, if deemed appropriate, parents/carers will still be contacted by the class teacher.
- Sanctions and restorative work will be used as appropriate and in consultation with all parties concerned.
- If the bullying persists, the Senior Leadership Team will become involved and parents/carers will be called into school for a meeting.
- In extreme cases, the police may have to be informed.

8. Pupils

Pupils who have been a victim of bullying will be supported by:

- Being offered an immediate opportunity to discuss the experience with a class teacher, safeguarding officer, Anti-Bullying Champion or adult in which they trust
- Adult will reassure the pupil
- The support offered will be continuous, for as long as the child may need it
- Working with an adult (usually PB or KJ) to restore self-esteem and confidence
- Restorative work and peer support in times of need

Pupils who have been the perpetrator will be helped by:

- Given a chance to talk and offload their views and reasons why
- Restorative work to prevent the wrongdoings happening again
- Establishing the wrong doing and need to change
- Informing parents or guardian to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Loss of break /lunch to discuss the situation
- Reflect and Restore time with Senior Leadership Team
- Internal isolation
- Fixed term exclusion depending on the severity of the bullying
- In extreme circumstances, the police may be informed

9. Adult/Parent help

If you have any worries about any incidents of bullying happening within BPSP, please contact your child's class teacher or Head of Year in the first instance. This will then be directed to Phil Ballance (Anti-Bullying Champion) or a member of the Safeguarding team. Please see the Safeguarding Policy and Behaviour Policy for any further issues.

10. Preventing and tackling bullying outside of school

DfE's Preventing and Tackling Bullying guidance says about schools duties to tackle bullying outside of schools:

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers' powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in 'Behaviour and discipline in schools – advice for headteachers and school staff'."

Reference: Preventing and tackling bullying - Department for Education - page 6

11. Helpful Organisations

Please see links below and additional websites on our designated Safeguarding page

All of these support services and links to them, can be found in your local Family Information Directory www.boroughofpoole.com/familyinformation

Access Dorset Charity that aims to enhance the everyday lives of disabled people, older people, carers and other people who may benefit from support or information. http://accessdorset.org.uk

ACE Education Advice and information for parents via advice line and My Child in School advice booklets. Training for professionals. Tel: 0300 0115 142 www.ace-ed.org.uk

Act Against Bullying A national charity helping children who are bullied at school. www.actagainstbullying.com

Ambitious about Autism- not working A national charity dedicated to improving opportunities for people with autism. https://www.ambitiousaboutautism.org.uk/about-us

Anti-Bullying Alliance (ABA) Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. www.anti-bullyingalliance.org.uk

Association for Citizenship Teaching ACT was founded in 2001 to support the teaching of high quality Citizenship and to promote wider public understanding of the subject as well as research into the participation of young people in society. http://www.teachingcitizenship.org.uk/home

A Telling Tale An interactive bullying/respect performance that tells the story of a boy called Tim Vick (victim) and how he became known as LUBLY (bully), including audience participation and follow-up discussion in class groups. Email: paul.stevens66@btinternet.com

BIG (Bullying Intervention Group) BIG are a social enterprise offering the first national award for anti-bullying intervention together with and on-line resources. www.bullyinginterventiongroup.co.uk

Bournemouth YMCA Tel: 01202 290451 Email: enquiries@bournemouthymca.org.uk or www.bournemouthymca.org.uk/

Bully Free Zone One of the leading peer support projects in Britain. The project aims to raise awareness of alternative ways of resolving conflict and reduce bullying. Tel: 01204 454958 www.bullyfreezone.co.uk

Bullying UK Provides an email advice service for children and young people as well as online help and information, for schools as well as pupils. www.bullying.co.uk

Changing Faces Support group for people with facial disfigurement. www.changingfaces.org.uk

Child Exploitation and Online Protection (CEOP) Centre Resources have been produced by the Child Exploitation and Online Protection (CEOP) Centre to help schools to teach young people about how to stay safe online. The resources were designed by young people for young people and incorporate the latest classroom chat, lingo and music to effectively portray key messages about safety online. www.ceop.police.uk

ChildLine Offers a free, 24-hour helpline and counselling service for children in distress or danger. Tel: 0800 1111 www.childline.org.uk

ChildNet International ChildNet International provides specialist resources for young people to raise awareness of online safety and how to protect themselves. Tel: 020 7639 6967 www.childnet.com

Children's Legal Centre The Children's Legal Centre provides legal advice, information, assistance and representation to children, parents/carers and professional working with children. Tel: 08088 020 008 www.childrenslegalcentre.com

Citizens Advice Bureau CAB provides free, confidential and independent advice, either face-to-face or through its fact sheets on its website. Tel: 0844 245 1291 Email: advice@poolecab.co.uk www.poolecab.co.uk

Coping with Chaos Supporting families caring for a child/children or young person with a disability or special educational needs. http://www.copingwithchaos.org/

Diana Princess of Wales Memorial Award for Young People The Diana Anti-Bullying Aware is open to primary schools, secondary schools and youth organisations. Tel: 0845 337 2987 www.diana-award.org.uk

Diverse Abilities Dorset based charity offering a lifetime partnership of support to adults, children and the families of those with physical and learning disabilities www.diverseabilitiesplus.org.uk

Dorset Race Equality Council This is an independent charity that provides help and support to victims of discrimination and harassment, particularly related to race, faith or belief. The service is free and confidential. Email: enquiries@dorsetrec.org.uk www.dorsetrec.org.uk

E Safety – ThinkuKnow training ThinkuKnow is a very effective programme for raising awareness and schools in Poole have been actively supported and encouraged to implement these activities for children. Information provided by the Child Exploitation and Online Protection (CEOP) Centre. http://www.thinkuknow.co.uk/

Educational Action Challenging Homophobia (EACH) EACH was established to challenge homophobia in education and also acts as a training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation www.eachaction.org.uk

Education for All This is a joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies. http://www.stonewall.org.uk/get-involved/education

Equality and Human Rights Commission Promoting and maintaining human rights. Protecting, enforcing and promoting equality across the nine protected grounds... www.equalityhumanrights.com

Family Lives Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child. www.familylives.org.uk

Goldsmiths College- The psychology Department at goldsmiths has a research programme which covers a wide range of specialism in experimental, theoretical and applied psychology. This includes research into bullying. http://www.gold.ac.uk/

Intercom Trust Intercom Trust is an independent charity that provides support and advocacy services to lesbian, gay, bisexual and trans communities in the southwest for people who encounter homophobic crime, prejudice or discrimination. Call their confidential LGBT helpline. Tel: 0800 612 3010 Email: helpline@intercomtrust.org.uk www.intercomtrust.org.uk/portal.htm

Kidscape Provides training or professionals, courses for bullied children, a helpline for parents of bullied children and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages. Tel: 08451 205 204 www.kidscape.org.uk

Leap Confronting Conflict Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives. Tel: 020 7561 3700 www.leaplinx.com

Let's fight it together (DVDs) Resource produced by Childnet. Full teachers' plan and lesson plan also available. http://old.digizen.org/cyberbullying/film.aspx Mencap Mencap fights for equal rights for people with learning disabilities and their families and carers, and provides housing and employment support. Tel: 020 7454 0454 www.mencap.org.uk

Dot Com Children's Foundation Empowering children to practice positive values and make safer choices in life http://dotcomcf.org/

National Autistic Society Champions the rights and interests of all people with autism and seeks to ensure that they and their families receive quality services appropriate to their needs. Tel: 0808 800 4104 www.autism.org.uk

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

National Healthy Schools Programme The Healthy Schools toolkit can be found on www.education.gov.uk . The toolkit is designed to help schools to 'plan, do and review' health and wellbeing improvement.

National Society of Prevention of Cruelty to Children (NSPCC) NSPCC aims to end cruelty to children. Works with children and families, as well as influencing public policy and attitudes. Provide helpline services. Range of antibullying advice and resources. Tel: 0808 800 5000 www.nspcc.org.uk

The Office of the Children's Commissioner Looks after the interests and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy, and holding organisations to account. www.childrenscommissioner.gov.uk

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

Poole Forum This is a charity involving people who have learning disabilities. It has an easy read reporting form and does training on rights for learning disabled people. Tel: 01202 746 040 Email: office@pooleforum.co.uk www.pooleforum.co.uk

Poole Family Information Service and Family Information Directory Provides information about anything to do with family life. www.boroughofpoole.com/familyinformation Tel: 01202 261999

Special Educational Needs and Disability Information Advice (SEND IASS) SEND IASS have a specific role in providing confidential, free and impartial telephone and face-to-face support to parents and carers who have a child who has been excluded, is at risk of exclusion or has a Special Need or a disability. In particular SEND IASS provides support to parents and carers where a child or young person with special needs, additional needs or a disability finds themselves a victim of bullying in one form or another. Tel: 01202 261933 Email: parentpartnership@poole.gov.uk

www.boroughofpoole.com/education-and-learning/parental-support/popps-pooleparent-partnership-service

Restorative Justice Council Provide quality assurance and national voice for restorative practice. Their resources include best practice guidance for practitioners 2011. https://www.restorativejustice.org.uk/resources Rights Respecting Schools (see Unicef) Safe Schools and Communities Team Ssct@dorset.pnn.police.uk Tel: 01202 222844

Samaritans- Samaritans is available 24 hours a day providing confidential emotional support. Tel: 01202 551999 or 08457 90 90 90 Email: jo@samaritans.org http://www.samaritans.org/branches/samaritans-bournemouth-and-district

School's Out Aims to support lesbian, gay, bisexual and transsexual [LGBT] staff in education and to raise the profile of LGBT people and issues. Tel: 01273 298299 www.schools-out.org.uk

Stonewall A campaign and lobby group working to achieve legal equality and social justice for lesbians, gay men and bisexuals. www.stonewall.org.uk

Unicef (The United Nations Children's Fund) Unicef is the United Nations Program that provides long-term humanitarian aid and assistance to children in developing countries and runs the Rights Respecting Schools Programme in UK schools. Homepage http://www.unicef.org.uk/?gclid=CMnNnNf10LMCFanItAodM0QAfA&sissr=1 Rights Respecting Schools Award (RRSA) http://www.unicef.org.uk/Education/Rights-Respecting-Schools-Award

UK Observatory for the Promotion of Non-Violence A national initiative committed to addressing the key issues of aggression, bullying, anti-social behaviour and violence amongst children and young people. Tel: 01483 683120 www.ukobservatory.com

UK Safer Internet Centre A partnership of three leading online organisations – South West Grid for Learning (SWGfL). Childnet and Internet Watch Foundation (IWF) – aiming to make the internet a safe and better place for all. www.saferinternet.org

Victim Support Staff and volunteers offer free and confidential information and support for victims of crime. Victim Support operates via a network of affiliated local charities, the Witness Service and the Victim Supportline, and is currently developing specialist and outreach services for children and young people affected by crime and bullying. Tel: 0845 456 6099 Email: vsdorset@victimsupport.org.uk www.victimsupport.org.uk

Young Minds Committed to improving children's wellbeing and mental health www.youngminds.org.uk

Youth Justice Board for England and Wales Executive, non-departmental public body working to develop and improve the youth justice system and to prevent offending by children and young people up to the age of 17. Tel: 020 3334 5300 www.justice.gov.uk