



HOLMEWOOD HOUSE SCHOOL

ANTI-BULLYING POLICY

(Whole school including Boarders and EYFS)

Next Review Date: March 2018

General Statement

The Independent Schools Standards Regulations requires independent schools to have a written policy to both help staff and pupils to deal with bullying when it occurs and more importantly to prevent it happening in the first place. This policy has been drawn up with due notice made of DfE guidance contained in **Safe to Learn – Embedding anti-bullying work in schools** and with reference to **Preventing and Tackling Bullying (2014)**

The governing body values the good relationships fostered by the school and within the school community where great importance is placed upon respect, good manners, fairness, courtesy to others, tolerance and understanding. From time to time, however, unpleasant behaviour of a bullying nature can take place and in these circumstances, the governing body expects that every allegation of bullying will be taken seriously. Some experts say that a child should for the purposes of initial investigation be treated as being bullied simply because he/she says that they are. All initial reports of bullying behaviour are recorded as such, until proven or otherwise refuted. The governors consider that this is the attitude that this school should adopt. It is better this way round than to tell pupils 'not to be so sensitive'.

At Holmewood House School we are committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. We pride ourselves on teaching and encouraging mutual respect and tolerance. Parents/guardians have an important role in supporting the school in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying of any kind is unacceptable. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school – anyone who knows that bullying is happening is expected to tell the staff. **All teachers are obliged to take any accusations of bullying seriously and to follow them up as soon as possible. There is zero tolerance of any form of bullying.**

There is a close link between our anti-bullying policy and our Safeguarding and Child Protection policy in that prevention of bullying and effectively dealing with it are an essential aspect of our safeguarding school, where protecting children from harm is a primary concern.

Aims

- To ensure that a strong anti-bullying culture prevails throughout Holmewood House
- To demonstrate that the school takes bullying seriously and that bullying behaviour and deeds will not be tolerated
- To remind children of our policy on a regular basis
- To use every opportunity to press home points with appropriate audiences as and when incidents occur
- To ensure that members of staff are fully aware of our anti-bullying policy and that it is upheld at all times.
- To ensure that when incidents arise or are reported they are dealt with as quickly and effectively as possible.

Objectives

- That all pupils feel safe
- That they know what to do if they experience bullying
- That pupils know what to do and how to act if they are a bystander to bullying
- That measures work to prevent all forms of bullying in the school and on off-site activities;
- That parents have confidence in the school's policy
- That pupils feel confident that bullying is something that is dealt with effectively
- For Holmewood to have a reputation as a strongly anti-bullying school where children are safe and their interests attended to.

Definition of Bullying

The Anti-Bullying Alliance defines bullying as follows:

“The intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power.”

Bullying exists in many different forms, and can be either physical or emotional. Bullying is deliberate and repeated unkindness. It involves aggression with the intention of causing the victim pain and distress. Serious one-off incidents may also occur.

In its worst form, bullying can cause psychological damage and even suicide. (Although bullying is not a specific criminal offence, there are criminal laws, which apply to harassment and threatening behaviour.) Further information about the nature and impact of differing types of bullying is found in [“Supporting children and young people who are bullied: advice for schools”](#) (DfE 2014)

Bullying may be of a racial, religious, cultural, sexual/sexist, homophobic nature or, be targeted on the grounds of special educational needs or disability, or because a child is adopted or is a carer. The school is particularly aware of the risks posed by electronic or cyber bullying via social website, mobile ‘phones, text messages, photographs and email. It includes any way in which an individual or group of individuals deliberately makes another individual unhappy, feel unsafe, or threatened. A bullying incident should be treated as a child protection issue when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

It can take various forms:

Physical	pushing, kicking, hitting, pinching or any use of deliberate violence
Verbal	name-calling, sarcasm, spreading rumours, teasing or abusive comments
Emotional	excluding, tormenting (i.e. hiding books, threatening gestures), being unpleasant, unfriendly, racial taunts, graffiti, gestures or unwanted physical contact
Cyber	In today's world “cyber” bullying can also take place through sending hurtful text messages and photos by mobile ‘phone or by email and comments made and photos displayed on social networking sites. Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others. Cyberbullying can involve Social Networking Sites, like Facebook and Ask.fm (amongst others), Instant Messaging, emails as well as tablets and mobile phones which can be used for SMS messages and as cameras.

Telltale signs

A child may indicate by signs or behaviour that he or she is being bullied. Pupils who are being bullied may show changes in behaviour, e.g. becoming shy, tearful and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy. Sometimes this is the only clue adults have about what is happening because of the code of silence so often maintained about bullying.

Children may:

- Be unwilling to go to school and make repeated or continual excuses to avoid going.
- Begin doing less well in their school work
- Regularly have clothes, books or schoolwork damaged, or hidden or have their possessions go 'missing'
- Fail to produce work, or produce unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Change established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Become withdrawn, anxious or unusually quiet
- Start stammering
- Start hitting other children (as a reaction to being bullied by those children or others)
- Stop eating or become obsessively clean (as a reaction to being called 'fatty' or 'dirty'.)
- Develop stomach and headaches due to stress
- Make comments or write down about being worthless or thinking of attempting suicide
- Cry themselves to sleep
- Begin wetting the bed
- Have nightmares and call out things like 'leave me alone'
- Have unexplained bruises, scratches and cuts
- Refuse to say what's wrong
- Give improbable excuses to explain away any of the above

If a child is displaying some of these symptoms, bullying is a potential cause, though obviously not the only possibility

The School recognises the seriousness of bullying in causing personal insecurity, psychological damage and even suicide (although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour)

From time to time staff training takes place and teachers are reminded of this policy as and when it is considered necessary. Teachers are particularly alert to those places, such as the changing-rooms, and the playing fields in breaks where bullying is most likely to occur.

Procedures and consequences

Children are strongly encouraged to tell an adult if they are being bullied or treated unkindly.

- If bullying is suspected or reported, the incident will be investigated and dealt with initially and calmly by the teacher concerned, reassuring and supporting pupils as appropriate;
- The victim will be listened to, believed (until such time as evidence proves to the contrary) and fully supported
- The pupils may be asked to write down an account of what has taken place
- If a racial element to the bullying is suspected the appropriate person (Headmaster, Deputy Head, Head of Boarding, Head of Pre-Prep or Head of EYFS) must be informed immediately;
- The teacher will record the details of the incident and inform the appropriate person;
- The Deputy Head (or designated deputy) will interview all the parties and make a record;
- Staff teaching the bullied pupil and the child's form teacher and tutor will be informed;
- The appropriate person will determine in consultation with form teacher and Head of Year of the appropriate strategy and plan of action to combat the bullying;
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.
- The investigation will include identifying whether or not the bullying is part of a pattern or a one-off. Reference should be made to 3Sys records.
- Cases of bullying will be recorded by staff on 3Sys records of all children involved so that any pattern can be quickly picked up upon.(in Notes – labelled 'Bullying').
- Parents will be informed (in more serious cases) and may be asked to come in to School to discuss the problem
- Any bullying behaviour and threats of bullying must immediately stop. Repetition of an offence will be treated very seriously and a pupil will be punished. The seriousness of the punishment, which may involve suspension, will be proportional to the offence and the age of the child. The Headmaster will be involved

in any serious occurrence or repetition of bullying by a child or group of children, and should be informed of any instance that causes any concern to teachers.

- An attempt will be made to help the bully (bullies) change their behaviour. Both bullies and victims will be supported. A behaviour plan may need to be put in place to monitor and help the bully to mend his or her ways.
- The bully will offer an apology and other appropriate consequences may take place depending on the age of the child and the seriousness of the bullying action.
- Where there are proven incidents of bullying, sanctions will be applied in line with the School's Behaviour and Discipline policy and may include suspension or exclusion.
- Whenever possible, the pupils will be reconciled and the aim is to restore positive relationships.
- The services of the Pupil Welfare Coordinator will be used whenever appropriate. This may involve meeting with individuals involved, groups of children, or, if necessary, a year group or the whole school. She may also meet with parents of children concerned.

Bullied pupils

Staff who deal with pupils who have been bullied must always offer reassurance. Pupils who have been bullied will be given support determined by the appropriate person in consultation with the pupil.

Bullies

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. Bullies, however, are also in need of support as often they bully others to deflect their own unhappy feelings caused by others or by emotional distress in their lives. The school recognises, however, that sanctions will also have to be used against bullies.

Sanctions

Any of the school's formal punishments, as detailed and explained in the school's **Behaviour Policy**, can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded. EYFS setting will inevitably demand a more appropriate approach to reflect the age of the children but exclusion would still be possible.

Involvement of Parents

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by the relevant teacher in consultation with the Deputy Head and Headmaster. Parents will be informed of the policy and procedures and the possibility of permanent exclusion following gross acts of bullying.

Involvement of Pupils

Pupils will be involved in the positive strategies through both the school council and form and tutor groups. Pupils will have an input into the PSHCE anti-bullying programme, and will be consulted on how it could be developed. A major part of the programme will consist of educating pupils in how to cope with bullying and using anti-bullying week to highlight why bullying is wrong.

Strategies for Dealing with Bullying

Details can be included here or in an appendix. Useful advice can be found in the DCSF non-statutory guidance [Safe to Learn – Embedding anti-bullying work in schools](#). The document gives guidance on whole-school policies, pupils' experiences, finding out about bullying in school, strategies to combat bullying, working with parents, beyond the classroom, and advice for pupils, parents and families, along with case studies and advice on materials. Staff are required to be alert to the possibility that bullying behaviour often happens between lessons.

Counselling

The school is prepared in appropriate cases to arrange counselling for both bullies and the bullied.

Reporting and Recording

All incidents must be reported and recorded using the school's database 3SYS and recorded under a pupil's entry using the category "Bullying". Regular monitoring of reports of bullying will enable patterns to be identified. The Deputy Head monitors these reports in order to detect patterns of bullying behaviour which

might emerge. Matrons and Medical Centre staff will be informed of any relevant issues and will report back to the Deputy Head re any concerns or trends with children going to the Medical Centre.

Staff Training

The Headmaster is responsible for arranging a programme of staff development, which will include anti-bullying strategies, raising awareness of staff through training, taking action to reduce the risk of bullying at times and in places where it is most likely.

This will include training for education support staff and governors as well as teachers.

Prevention

We use a variety of methods to contribute towards the prevention of bullying, including assemblies (Whole-school and Year Group), outside speakers, House meetings, Form Periods, and our Personal, Social, Health and Citizenship Education programme. Everything we do in terms of listening and identifying bullying behaviour helps towards creating an anti-bullying ethos in the School. Specific sessions dealing with cyber-bullying are held and children are alerted to the dangers from Year 3 up. Parents are also given reminders and guidance about taking sensible and necessary precautions.

Cyberbullying – Preventative Measures

In addition to the preventative measures described above, Holmewood House School:

- Follows the guidance issued within “[Cyberbullying: Advice for headteachers and school staff](#)” (DfE 2014) and works with parents using “[Advice to Parents and Carers on Cyberbullying](#)” (DfE 2014)
- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils’ use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Adheres to the BECTA guidelines regarding E-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in both ICT and PSHCE lessons, which covers blocking and removing contacts from buddy lists.
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.

Except in exceptional circumstances, mobile phones are not permitted in school.

Responsibilities

Governing Body

The Governor with responsibility for Safeguarding is Mrs Amanda Barnes. The governing body will discuss, review and endorse agreed strategies on the initiative of the nominated governor for Safeguarding, and in any case will discuss the Headmaster’s annual report on the working of this policy.

The Headmaster will keep her informed of any serious or repetitious bullying incidents or any patterns emerging. The Education and Pastoral Committee of which she is a member will have bullying on the agenda at each of its meetings and the Headmaster (or his designated deputy) will give a briefing on any incidents that have arisen in the intervening period. The Headmaster may also alert the Pupil Welfare Coordinator in the event of any concern about the emotional well being of either a bully or a bullied child.

The Headmaster

The Head has a legal duty under the Independent Schools Standards to draw up procedures to prevent bullying among pupils.

The Headmaster will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team
- ensure appropriate training is available
- ensure that the procedures are brought to the attention of all staff, parents and pupils;
- and report annually to the governing body.

The Deputy Head will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- be responsible for initiating and developing with appropriate colleagues an anti-bullying programme as part of the PSHCE course;
- keep the Head and designated teacher informed of incidents and update Governors at Education and Pastoral Committee meetings.
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;

Heads of EYFS, Boarding, Prep-Prep, Junior, Year 5 & 6, the Senior School, and Heads of Department will:

- be responsible for ensuring that the school's positive strategies are put into practice;
- know the school's procedure and deal with any incidents that are reported.
- be involved in any agreed strategy to achieve a solution; and
- take part in the anti-bullying programme in the PSHCE course.

All Staff will:

- know the policy and procedures;
- be observant and ask pupils what is happening to them;
- deal with incidents according to the policy;
- never let any incidence of bullying pass by unreported, whether on site or during an off-site activity;
- make themselves conversant with the PSHCE scheme of work; and
- supervise pupils appropriately during lessons and during free time, both by monitoring behaviour and supervising likely areas where children might seek to misbehave and bully others.

Telephone numbers:	Childline	0800 1111
	Kidscape	0171 730 3300
	Children's Rights Director	0800 528 0731

Websites:

Safeguarding <http://www.kenttrustweb.org.uk/Children/safeguardshome.cfm>
e-safety www.kenttrustweb.org.uk/esafety

Person responsible: Mr Scott Carnochan, Headmaster

Appendix A

Opportunities to promote anti-bullying messages through the curriculum

What can schools teach to prevent bullying?

The most effective way of preventing bullying through the curriculum is to create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- pupils are supported to develop their social and emotional skills.

The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes. So when reviewing the curriculum for anti-bullying work schools will find it useful to review:

- the school-curriculum policy and the responsibilities of all curriculum team leaders in taking account of anti-bullying work and tackling prejudice that may give rise to bullying in their curriculum area
- the contribution to anti-bullying work in specific curriculum areas such as personal, social and health education (PSHE), citizenship and in the social and emotional aspects of learning (SEAL) programme
- how assemblies, class time and tutorial time are, and can be, used as teaching opportunities for anti-bullying principles and practice⁴⁷
- how transition is planned and delivered:
 - at planned times (e.g. for Years 6 and 7 pupils)
 - for individuals arriving at other times in the school year
 - for individuals needing specific support.

Personal, social and health education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the National Curriculum for PSHE pupils should be taught:

- **Key Stage 1:** that there are different types of teasing and bullying; that bullying is wrong; how to help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.
Key Stage 3: the effects of all types of stereotyping, prejudice, bullying, racism and discrimination, and how to challenge them assertively.

Citizenship

There are topics within the citizenship curriculum which are useful vehicles for teaching about issues related to the anti-bullying work of the school. The QCA has developed relevant schemes of work for citizenship which teachers can use to explore issues relating to bullying.⁷¹ For example:

- Key Stages 1 and 2:
 - Unit 05: Living in a diverse world**
 - Unit 06: Developing our school grounds**
 - Unit 07: Children's rights — human rights**
 - Unit 08: How do rules and laws affect me?**
- Key Stage 3:
 - Unit 03: Human rights**
 - Unit 07: Local democracy**
 - Unit 13: How do we deal with conflict?**
 - Unit 14: Developing skills of democratic participation**
 - Unit 15: Crime— and safety-awareness — a whole-school multi-agency approach**
 - Unit 16: Celebrating human rights — citizenship activities for the whole school**

Social and emotional aspects of learning (SEAL)

The SEAL materials help schools to develop social and emotional skills which underpin the PSHE framework, and to meet the criteria for emotional health and well-being in the National Healthy Schools Programme. SEAL was initially developed for primary schools, and a programme for secondary schools has been piloted and will be rolled-out nationally starting in September 2007. It provides a framework and resources to help schools to systematically and progressively develop pupils' social and emotional skills.

The Primary SEAL resource provides a whole-school and whole-curriculum framework, and is organised into seven themes:

- New beginnings.
- Getting on and falling out.
- Going for goals.
- Good to be me.
- Relationships.
- Changes.
- Say no to bullying.

Each theme is relevant to reducing bullying. The theme 'Say no to bullying' provides an explicit focus on bullying and is a useful resource for **Anti-Bullying Week**. The SEAL learning objectives related to anti-bullying are:

Foundation stage

I know I belong in my classroom.
I like the ways we are all different and can tell you something special about me.
I can tell you some ways in which children can be unkind and bully others.
I can tell you how it feels when someone bullies you.
I can be kind to children who have been bullied.
I know who I could talk to in school if I was feeling unhappy or being bullied.
I know what to do if I am bullied.

Years 1 and 2

I can tell you what bullying is.
I can tell you some ways in which I am the same and different from my friends.
I am proud of the ways in which I am different.
I can tell you how someone who is bullied feels.
I can be kind to children who are bullied.
I know that when you feel sad, it affects the way you behave and how you think.
I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.
I know what to do if I am bullied.

Years 3 and 4

I know what it means to be a witness to bullying.
I know that witnesses can make the situation better or worse by what they do.
I know how it might feel to be a witness to, and a target of, bullying.
I can tell you why witnesses sometimes join in with bullying or don't tell.
I can tell you some ways of helping to make someone who is being bullied feel better.
I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.
I can problem-solve a bullying situation with others.

Years 5 and 6

I understand how rumour-spreading and name-calling can be bullying behaviours.
I can explain the difference between direct and indirect types of bullying.
I can explain some of the ways in which one person (or group of people) can have power over another.
I know some of the reasons why people use bullying behaviours.
I know some ways to encourage children who use bullying behaviours to make other choices.
I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem-solving when I am part of one.

Organisations that can offer support

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

- **11 Million (Office of the Children's Commissioner)**
Looks after the interests, and acts as the voice of children and young people by exposing issues affecting young people, facilitating and provoking debate, influencing policy and holding organisations to account.
Telephone: 0844 8009113
- **Act Against Bullying**
A national charity which highlights new forms of bullying, particularly bullying through social exclusion.
Telephone: 0845 230 2560
- **Actionwork**
A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.
Telephone: 01934 815163
- **Advisory Centre for Education**
Advice line for parents on all procedural matters concerning schools.
Telephone: 0808 800 5793
- **Anti-Bullying Alliance (ABA)**
Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.
Telephone: 020 7843 1901
- **Beatbullying: CyberMentors**
This is a unique programme to tackle cyberbullying. CyberMentors are an army of young people who help, assist and support their peers in an online virtual community, as well as on mobiles, helping to safeguard themselves and act as mentors and guides to young people they meet online when chatting, surfing and just generally having fun.
- **Bully Free Zone**
Provides a peer-mediation service, written and telephone advice, and provides training for children and young people, parents, teachers, youth workers and other professionals.
Telephone: 01204 454958
- **Bullying Online**
Provides an email advice service for children and young people, as well as online help and information for schools and pupils.
- **ChildLine**
Offers a free 24-hour helpline and counselling service for children in distress or danger.
Telephone: 0800 1111
- **Children: Homes, Advice and Teaching Ltd (C:HAT)**C:HAT seeks to provide a complete support package for young people and the significant adults who are involved in their lives through consultancy, behaviour management and children's homes.
Telephone: 0116 259 3008

- **Children's Legal Centre**
Provides legal advice, information, assistance and representation to children, parents/carers and professionals working with children.
Telephone: 0800 7832187
- **Diana Princess of Wales Memorial Award for Young People**
The Diana Anti-bullying Award is open to primary schools, secondary schools and youth organisations.
Telephone: 0845 3372987
- **Educational Action Challenging Homophobia (EACH)**
Established to challenge homophobia in education.
Telephone: 0808 1000143
- **Education for All**
Joint campaign by Stonewall, Fflag and LGBT Youth Scotland to combat homophobic bullying. Website includes resources, research and case studies.
Telephone: 020 7593 1851
- **Equality and Human Rights Commission**
The Equality and Human Rights Commission is a statutory body established under the Equality Act 2006, which took over the responsibilities of Commission for Racial Equality, Disability Rights Commission and Equal Opportunities Commission. It is the independent advocate for equality and human rights in Britain. It enforces equality legislation on age, disability, gender, race, religion or belief, sexual orientation or transgender status, and encourage compliance with the Human Rights Act and international treaties. It also gives advice and guidance to businesses, the voluntary and public sectors, and to individuals.
- **Goldsmiths College**
The Psychology department at Goldsmiths has a research programme which covers a wide range of specialisms in experimental, theoretical and applied psychology. This includes research into bullying.
- **Kidscape**
Provides training for professionals, courses for bullied children, a helpline for parents of bullied children, and books, videos, free booklets and leaflets about the prevention of bullying, many in several languages.
Telephone: 020 7730 3300
- **LeapConfronting Conflict**
Provides opportunities, regionally and nationally, for young people and adults to explore creative approaches to conflict in their lives.
Telephone: 020 7272 5630.
- **Mencap**
Mencap fights for equal rights for people with learning disabilities, and their families and carers, and provides housing and employment support.
Telephone: 020 7454 0454
- **Miss Dorothy.com**
Provides a programme which offers an approach to learning about personal behaviour and safety for 4 to 11-year-olds.
Telephone: 0870 759 3388

- **National Autistic Society**
Champions the rights and interests of all people with autism, and seeks to ensure that they and their families receive quality services appropriate to their needs.
Telephone: 0845 0704004
- **National Children's Bureau**
Promotes the voices, interests and well-being of all children and young people across every aspect of their lives. As an umbrella body for the children's sector in England and Northern Ireland, it provides information on policy, research and best practice.
Telephone: 020 7843 6000
- **National Healthy Schools Programme**
A joint Department of Health (DH) and Department for Children, Schools and Families (DCSF) initiative. Part of the Government's drive to reduce health inequalities, promote social inclusion and raise educational standards. Schools can access support from a local programme coordinator.
- **National Society of Prevention of Cruelty to Children (NSPCC)**
NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes.
Telephone: 020 7825 2500
- **Ofsted**
Inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
- **Parentline Plus**
Offers help and support through a range of free, flexible and responsive services by working for and with anyone who is parenting a child.
Telephone: 0808 800 2222