

DIARY DATES

Anti-Bullying Week
13-17 November 2017

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Anti-Bullying Week 2017

Anti-Bullying Week takes place this year from 13-17 November. The event is coordinated by the Anti-Bullying Alliance and is supported by [SafeTo Net](#).

Anti-Bullying Week shines a spotlight on bullying and encourages all children, teachers and parents to take action against bullying throughout the year. This year's theme is '**All Different, All Equal**', and aims to:

- Empower children and young people to celebrate what makes them and others unique
- Help children and young people understand how important it is that every child feels valued and included in school, and that they are able to be themselves without the fear of bullying
- Encourage parents and carers to work with their school and talk to their children about bullying, difference and equality
- Enable teachers and other children's workforce professionals to celebrate what makes us 'all different, all equal' and celebrate difference and equality. Encouraging them to take individual and collective action to prevent bullying, creating safe environments where children can be themselves.

How can you get involved in Anti-Bullying Week 2017?

- Children can nominate their teacher/member of school staff for our annual Power for Good Award
- Download the official Anti-Bullying Week logos and share on newsletters etc.
- Display the official Anti-Bullying Week 2017 poster
- Share your Anti-Bullying Week plans and activities online ([@ABAonline](#)) using **#AntiBullyingWeek #AllDifferentAllEqual**
- Celebrate what makes you and others **All Different, All Equal**.

Resources for the week (Primary and Secondary Packs etc.) are available on the [ATT Safeguarding Portal](#).

NEW Prevent Resources Reclaim Radical (Leicester Prevent)

[Leicester's Young Advisors](#) have launched an excellent new toolkit which includes a series of films spelling out the difference between 'radical' and 'radicalised'. The films have been developed with the help of Leicestershire Council's youth service, the Prevent programme and local film company Badshoes Film.

The idea is that the films can be used by professionals who work with young people to spark debate and create a 'safe space' in which to talk about radicalisation and other contentious issues.

The resources can be found on the [ATT Safeguarding Portal](#) and the videos can be accessed through this [link](#).

Mental Health Videos Aimed at children aged 8-13

BBC Learning are offering educational videos to help teachers introduce the topic of mental health to primary school children.

The five short films address different ways children might be able to deal with OCD and depressions, panic attacks, eating disorders, being bullied and being a bully.

The collection of videos, 'When I Worry About Things' uses personal testimonies from children and powerful animation to portray how such experiences might feel.

The videos can be accessed by following this [link](#).

Why onlookers hold the key to standing up to bullies

A poll shows that more than half of secondary school teachers say bullying is a problem. This, depressingly, is in line with other data – for instance, from the [Rumi Foundation](#), which holds a [yearly survey into bullying](#) and whose latest figures show a growth in online bullying.

Tim Lott, of The Guardian wrote: "As former victim (bullying survivor?) I would say one of the most painful things about being bullied is not so much the humiliation and fear – though obviously that's a large part – but the confusion. Why is this person doing this to me? What did I do to deserve it?"

"I can see now, finally that there are a number of motivations behind the bullying that I would have been unable to understand as a child and had nothing at all to do with me. First, and most confusingly of all, is the fact that some people simply enjoy bullying for its own sake; to exert power and cruelty over someone weaker than themselves, or different."

For the full article from The Guardian, please follow this [link](#).

5 ways to deal with your child being cyber-bullied

Both face-to-face and online bullying are potentially very damaging but cyber-bullying can feel even trickier to tackle because it's harder to escape from. Even in a child's bedroom – which used to be a safe place, the bully can now enter and that's the worry, because of this, as well as the effects of bullying in general, which include anxiety, social anxiety, low mood, fear, a sense of apprehension about entering school, school phobias and now the added element of being trapped.

In fact, there are studies to suggest the bullying can potentially be something that is so traumatic, it affects children later on. But if you are able to deal with it early on, children can come out of it feeling much more resilient. Like any psycho-social problem that we deal with, time is of the essence. It's important to address it as early as possible. Here are 5 things you can do to help deal with cyber-bullying:

1. Talk and listen
2. Get others involved (if necessary)
3. Don't confiscate their phone
4. Avoid confronting the bullies directly
5. Talk to your child about cyber-bullying early

For the full article from Netdoctor, please follow this [link](#).



Using Facebook in Schools for Parental Engagement

Social Media can be a fantastic way for schools to communicate with the wider community, particularly those hard-to-reach parents. Granted it isn't for everyone, there seems to be a never-ending stream of bad news around social media, without balancing the extraordinary amount of potential for good that social media grants us.

E-Safety Advisor has created a Facebook guide for schools, the guide contains the following:

- Questions and answers
- Considerations before you start to use Facebook in school
- What is a Facebook page and group
- Creating your profile and your page
- Setting up your page, including privacy settings
- Your first post
- Posting links to websites and YouTube videos
- Scheduling posts within Facebook and using other free tools
- Tips for cross-posting to Twitter
- Example letter to send out to parents.

The guide is available on the [ATT Safeguarding Portal](#).

Police urge children to 'Run, Hide, Tell' from terror Not take photos

Warning is part of new campaign aimed at ensuring children and teenagers know safety steps for terrorist incidents. Police chiefs have warned witnesses to flee the scene of a terrorist attack rather than getting their smartphones out to take photos or record videos. Officers highlighted the recent episode at Parsons Green, where images of a partially exploded bomb on a tube train were posted online within minutes.

In the first initiative of its kind, the UK's counter-terrorism police network is also calling for the 'run, hide, tell' message to be routinely taught in schools as part of the national curriculum. Britain is facing an unprecedented threat after a wave of atrocities in 2017, including the Manchester bombing.

For the full article from The Guardian, please follow this [link](#).

Using External Visitors to support Online Safety Education Guidance for Educational Settings – Draft Consultation (UKCCIS)

External visitors can provide a useful and engaging approach to enable educational settings to deliver online safety messages to children, young people and adults. As Sex and Relationships Education (SRE) becoming statutory for all primary and secondary schools in England from September 2019 many educational settings may seek support from external visitors.

However the use of external visitors to support online safety education must be carefully considered by educational settings to ensure they are used effectively. This guidance document has been created to enable Designated Safeguarding Leads (DSLs), PSHE Leads and other staff working within educational settings to make informed decisions regarding the effective use of external visitors to support online safety education.

This guidance includes:

- Why use external visitors
- When not to use external visitors
- Selecting appropriate external visitors
- Expectations for external visitors
- Safeguarding considerations

For more information about this please follow this [link](#).

For the draft consultation document, please follow this [link](#).