**Blakehill Primary School**

**Safeguarding - Anti-Bullying Policy & Procedures**









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| **Headteacher** | **Chair of Governors** | **Review Dates** |
|  |  | Last Review: October 2022  |
| Lisa Keighley | Philip Cavalier-Lumley | Next Review: October 2024  |

**1. Policy**

Blakehill Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance “[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)” 2020 and Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

**2. Purpose**

Blakehill Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. All staff, parents/carers and pupils work together to prevent and reduce any instances of bullying at the school. There is a **zero tolerance** policy for bullying at Blakehill Primary School.

**3. Scope**

This policy applies to all pupils, teaching, non‐teaching staff, volunteers and Governors working within Blakehill Primary School.

**4. Principles**

Blakehill Primary School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential.

**Blakehill Primary School senior leaders and the BSF Committee will:**

* Monitor and review our *Anti-bullying Policy* and practice on a regular basis
* Support staff to promote positive relationships, to help prevent bullying
* Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required
* Intervene by identifying and tackling bullying behaviour appropriately and promptly
* Ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the *Anti-bullying Policy*
* Require all members of the community to work with the school to uphold the *Anti-bullying Policy.*
* Report back to parents/carers regarding concerns on bullying, dealing promptly with complaints
* Seek to learn from good anti-bullying practice elsewhere
* Utilise support from the Local Authority and other relevant organisations when appropriate.

**5. Responsibilities**

**Role of the Governing Body**

The Governing Body has:

* delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy
* a duty to inform parents of the policy
* responsibility for ensuring this policy and all policies are maintained and updated regularly
* responsibility for ensuring all policies are made available to parents
* responsibility for the effective implementation, monitoring and evaluation of this policy.

**Role of the Headteacher**

The Headteacher will:

* implement the policy
* ensure all school personnel, pupils and parents are aware of and comply with this policy
* communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility
* The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
* Any issues identified will be incorporated into the school’s action planning
* The Headteacher will be informed of any bullying concerns, as appropriate.

**Role of School Personnel**

School personnel will:

* comply with all aspects of this policy
* report any concerns to the Headteacher

**Role of Pupils**

Pupils will:

* be aware of and comply with this policy.

**Role of Parents**

All parents must:

* Parents/carers to support their children and work in partnership with the school.

All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

**6. Procedures**

**a. Definition of bullying**

* Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)
* Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours
* This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos
* Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

**Bullying is not**

It is important to understand that bullying is not the *odd occasion*of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We teach children about this.  Bullying is if it is done several times on purpose. Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children’s development to learn how to deal with friendship breakdowns and the odd name calling. We all have to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

 **b. Forms of bullying covered by this policy**

Many different kinds of behaviour can be considered bullying and can be related to almost anything. Targeting another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.

* Bullying can be verbal, physical, emotional or online (cyberbullying).
* **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
* **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
* **Transphobic bullying:** Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.
* **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
* **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
* **Cyberbullying**

When responding to cyberbullying concerns, the school will:

* Act as soon as an incident has been reported or identified.
* Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again
* Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation
* Take all available steps where possible to identify the person responsible. This may include:
	+ looking at use of the school systems
	+ identifying and interviewing possible witnesses
	+ Contacting the service provider and the police, if necessary
	+ Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
		- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
		- Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law. (**Note:** Schools should ensure they access the DfE ‘[Searching, screening and confiscation at school’](https://www.gov.uk/government/publications/searching-screening-and-confiscation) and [Childnet](http://www.childnet.com/resources/cyberbullying-guidance-for-schools) Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
		- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
		- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need
		- Inform the police if a criminal offence has been committed
		- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:

- advising those targeted not to retaliate or reply

- providing advice on blocking or removing people from contact lists

- helping those involved to think carefully about what private information they may have in the public domain.

 **c. Signs of Bullying**

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

* Unwillingness to attend school
* Truancy
* Becoming anxious or lacking confidence
* Saying that they feel ill in the morning
* Decreased involvement in school work
* Returning home with torn clothes or damaged possessions
* Missing possessions
* Asking for extra money or stealing
* Cuts or bruises
* Lack of appetite
* Unwillingness to use the internet or mobile devices
* Becoming agitated when receiving calls or text messages
* Lack of eye contact
* Becoming short tempered
* Change in behaviour and attitude at home.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental issues, so are still worth investigating.

Pupils who display a significant number of these signs are engaged with, in order to determine the underlying issues, whether they are due to bullying or other issues.

**d. Responding to bullying**

If bullying is suspected or reported, the complaint will be addressed immediately by the member of staff who has been approached or witnessed the concern by implementing the Anti-Bullying procedures. This may be as a result of a parent raising concerns or observations made by another adult.

The following steps may also be taken when dealing with all incidents of bullying reported to the school:

* A full investigation will be initiated ( see Anti Bullying procedures)
* The school will provide appropriate support for the person suspected of being bullied – making sure they are not at risk of immediate harm
* The designated safeguarding lead will be informed of all bullying issues
* The school will inform other staff members, and parents/ carers, where appropriate
* If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm)
* Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and all parties are informed
* Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school’s *Behaviour Policy t*o demonstrate to the bully that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where t*his is the case the child engaging in bullying may need support themselves*
* A clear and precise account of any incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

**Supporting pupils**

 *Pupils involved in the anti- bullying procedures will be supported by implementing the stages of our Anti Bullying Procedure (see below):*

* If online, requesting that content be removed and reporting accounts/content to service provider
* Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
* Pastoral team support
* formal counselling
* Engaging with parents
* Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

**Supporting adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable.

 *Adults (staff and parents) who have been bullied or affected will be supported by:*

* Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Headteacher Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
* Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools *Behaviour Policy*
* Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
* Reassuring and offering appropriate support
* Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

 *Adults (staff and parents) who have perpetrated the bullying will be helped by:*

* Discussing what happened with a senior member of staff and/or the Headteacher/ to establish the concern
* Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official *Complaints Policy & Procedures*
* If online, requesting that content be removed
* Instigating disciplinary, civil or legal action as appropriate or required.

***Note:****Specific guidance is available for school leaders regarding dealing with complaints made on social networking sites by parents/carers:*[*www.kelsi.org.uk/child-protection-and-safeguarding/e-safety*](http://www.kelsi.org.uk/child-protection-and-safeguarding/e-safety)

**g. Bullying outside of school**

* Teachers have the power to discipline pupils for misbehaving outside of the school premises. 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 is investigated and acted on. 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 member of staff
* The Headteacher/ has a specific statutory power to discipline pupils for poor behaviour outside of the school premises - *Section 89(5) of the Education and Inspections Act 2006* gives the Headteacher the power to regulate pupils’ conduct when they are not on school premises, and therefore not under the lawful charge of a school staff member
* The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil
* If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

**Preventing bullying**

***Environment***

The whole school community will:

* Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
* Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)
* Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities
* Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others
* Be encouraged to use technology, especially mobile phones and social media positively and responsibly
* Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
* Actively create “safe spaces” for vulnerable children and young people
* Celebrate success and achievements to promote and build a positive school ethos.

**Policy and Support**

The whole school community will:

* Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
* Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
* Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
* Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable
* Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

**Education and Training**

The school community will:

* Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents)
* Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
* Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

**Involvement of pupils**

*We will:*

* Involve pupils to ensure that they understand the school’s approach and are clear about the part they have to play to prevent bullying
* Regularly canvas children and young people’s views on the extent and nature of bullying
* Ensure that all pupils know how to express worries and anxieties about bullying
* Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
* Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
* Publicise the details of internal support, as well as external helplines and websites
* Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

**Involvement and liaison with parents and carers**

*We will:*

* Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats
* Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice
* Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
* Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
* Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

**7. Monitoring & Review**

This policy and its effectiveness will be reviewed at least every two years, but also when the need arises by the Governing Body.

**8. Distribution**

**Raising Awareness of this Policy**

We will raise awareness of this policy via:

* the School Prospectus
* the school website
* meetings with parents such as introductory, parent-teacher consultations and periodic curriculum workshops
* communications with home such as weekly newsletters and at the end of half term newsletters.

This policy will be available on the school website and from the School Business Manager.

**9. Contacts**

Please contact a member of the Governing body or the Head of School if you require support or guidance on this policy.

**10. Cross Referencing**

This policy refers to the following other school policies:

* *Safeguarding Policy*
* *Behaviour for Learning Policy*
* *Disciplinary Policy*
* *RSE Policy*
* *ICT Acceptable Use Policy*
* *Complaints Policy*
* *Child Protection policy*
* *Confidentiality Policy*

**Blakehill Primary School**

 **ANTI BULLYING PROCEDURE - Response to Complaint of Bullying**

The response to a complaint should be fair and impartial. It should be thorough and the parents of both sides should be aware of the complaint and monitoring / investigation being carried out.  There are a series of measures implemented and letters which will are distributed to parents at specified times to ensure they are kept updated about the progress of the investigation.  It is recommended that letters to parents are posted via the school office. **All letters should be copied to Headteacher for inclusion in the Anti-Bullying file and also be scanned and uploaded to CPOMS.**

The following measures/ strategies are implemented for all pupils involved in alleged/ proven incidents of bullying to provide support throughout (where appropriate) the investigation:

**Alleged/ proven victim**

Reassuring pupils and providing continuous support

Immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice

The child should report or keep a record of any further incidents as evidence

School will help them by helping them restore self-esteem and confidence

School will provide ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents / carers

Where necessary, external agencies may be involved to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through Child and Adolescent Mental Health Services (CAMHS).

**The alleged perpetrator:**

Identifiy what/if behaviours need to change and what support the child needs to help them to do this

Informing the child’s parents/carers of any where necessary on to help change the attitude and behaviour of the child

Providing appropriate education and support regarding their behaviour or actions

If online, requesting that content be removed and reporting accounts/content to service provider

Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children’s Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

**Providing Support**

**Stage 1 – Acknowledge of Complaint of Bullying:**

* All concerns of alleged bullying should be reported to the class teacher in the first instance. Concern recorded on CPOMs
* Teacher to listen to and discuss the parents’ concerns with regards to alleged bullying and in consultation with parent, decided whether there is a need to initiate the school’s Anti-Bullying Procedures
* Teacher must contact the parents of the alleged perpetrator to inform them of the activation of the bullying procedures
* Both sets of parents are informed of this first stage by the **Stage 1** letter which is posted to (alleged victim) and (alleged perpetrators). Copies of these are added to CPOMs
* Where appropriate, the class teacher will activate the measures detailed in the PROVIDING SUPPORT Section
* The class teacher will update both sets of parents after **5 working days** of monitoring with the **Stage 2 letter to update on the Complaint of Bullying**

**Stage 2 - Update on the Complaint of Bullying (after 5 working days of monitoring)**

* Class teacher and other members of staff monitor the interactions between the alleged perpetrator and the alleged victim and records these on CPOMs
* Class teacher will write to both sets of parents updating them on the progress of the investigation into the complaint of bullying; reporting on further incidents after 5 working days.
* **Stage 2 letter – update on the complaint of bullying** is posted to both parents and a copy added to CPOMs

**Stage 3 – Response to Complaint of Bullying (after a further 10 working days of monitoring -15 days after the implementation of the Anti-Bullying Procedures)**

* After a further 10 working days to fully investigate the claims and monitor the situation, the teacher reports the findings and any interventions/measures implemented to both sets of parents/carers, giving them the opportunity to comment or feedback.
* **Stage 3 letter** **to update on the response of bullying after a further working 10 days** posted to both/all sets of parents
* Outcome of investigation and letter added to CPOMS
* If, after a full investigation, the class teacher believes that this is a matter of behaviour and not bullying, then they should consult the school *Behaviour Policy & Procedure.* If, however, this matter remains a concern of bullying, then the next stage in the procedure is activated.
* The class teacher will inform the parents/carers of each child involved in the allegation, that a further 10 day period of monitoring will follow, allowing time for a deeper investigation/ continuous review. Total monitoring period of 25 working days/5 school weeks
* **Class teacher will write the final stage 4 letter: follow up/ complaint respolved/ matter closed/ matter referred**  to parents a further 10 days of monitoring after stage 3. This will explain the findings and what will happen next, including giving the parents the opportunity to comment or provide feedback

**Stage 4 – Final Stage: FOLLOW UP / COMPLAINT RESOLVED/MATTER CLOSED/ MATTER REFERRED**

* After a period of 10 working days since the **stage 3 letter – response to bullying**, class teacher will post **Stage 4 – final stage: follow up/complaint resolved, matter closed/ matter referred** letter to both/ all sets of parents to follow up the final stage of review.
* Class teacher will make the decision to close and archive the complaint as it has been resolved or refer it to a member of the Senior Leadership Team and inform parents of this decisions and the reasons for this
* Parents have the right to Appeal if they disagree with the decision made
* All paperwork recorded on CPOMS
* If matter referred, notify the Assistant Headteacher responsible, for further investigation

**Where bullying has been determined**

In all cases schools have a responsibility to support children who are bullied and make appropriate provision for a child’s needs. The nature and level of support will depend on the individual circumstances and the level of need.

Where bullying has been identified, the school will work with the perpetrator and their family to implement sanctions/ support where necessary. This may include:

* engaging with parents
* pastoral team support provided
* formal counselling may be implemented
* referring to local authority children’s services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS)
* application of disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong in line with the school’s behaviour policy

**Stage 5 – Appeal by parent/carer to Assistant Head**

If the parent/carer is not satisfied with the class teacher’s outcome or the class teacher feels there is a need to refer for further investigation, this matter will be escalated to the line manager/Assistant Head (according to circumstances).

The line manager/Assistant Headteacher will then follow the same steps in Stage 1 – 3.

**Stage 6 – Appeal to Headteacher**

If the parent/carer is not satisfied with the manager/team leader/Assistant Head’s outcome then this matter should be escalated to the Headteacher

The Headteacher will then follow the same steps in Stage 1 – 3.

**Stage 7 – Appeal to Governing Body**

If the parent/carer is not satisfied with the Headteacher’s outcome then this matter should be escalated to the Governing Body.

The Governing Body will then follow the same steps in Stage 1 – 3.

**Stage 8 – Appeal to the Local Authority**

If the parent/carer is not satisfied with the Governing Body’s outcome then the parent/carer will be advised to contact the local authority.

**Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

* *The Education and Inspection Act 2006, 2011*
* *The Equality Act 2010*
* *The Children Act 1989*
* *Protection from Harassment Act 1997*
* *The Malicious Communications Act 1988*
* *The Communications Act 2003*
* *The Human Rights Act 1998*
* *Public Order Act 1986*
* *Working Together to Safeguard Children 2017*

**11. Appendices : Appendix A**

**Further sources of information Other departmental advice and guidance you may be interested in**

DfE Behaviour and Discipline in Schools Guidance

 Mental health and behaviour in schools advice for school staff

 Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE) Working together to safeguard children

**Useful links and supporting organisations:**

* Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk/)
* Childline: [www.childline.org.uk](http://www.childline.org.uk/)
* Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk/)
* Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk/)
* MindEd: [www.minded.org.uk](http://www.minded.org.uk/)
* NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk/)
* The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](https://www.bullyinginterventiongroup.co.uk/index.php)
* PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk/)
* Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk/)
* The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk/)
* Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk/)
* Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk/)
* Young Carers: [www.youngcarers.net](http://www.youngcarers.net/)
* The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practice-schools](http://www.restorativejustice.org.uk/restorative-practice-schools)

**Special Educational Needs & Disabilities – SEND:**

* Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk/)
* Mencap: [www.mencap.org.uk](http://www.mencap.org.uk/)
* Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\_and\_send\_-\_module\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)
* DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-of-practice-0-to-25](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**Cyberbullying:**

* Childnet International: [www.childnet.com](http://www.childnet.com/)
* Digizen: [www.digizen.org](http://www.digizen.org/)
* Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk/)
* Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk/)
* UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk/)
* The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)

**Race, religion and nationality:**

* Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk/)
* Kick it Out: [www.kickitout.org](http://www.kickitout.org/)
* Report it: [www.report-it.org.uk](http://www.report-it.org.uk/)
* Stop Hate: [www.stophateuk.org](http://www.stophateuk.org/)
* Tell Mama:[www.tellmamauk.org](http://www.tellmamauk.org/)
* Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
* Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

**LGBT:**

* Barnardos LGBT Hub: [www.barnardos.org.uk/what\_we\_do/our\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
* Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org/)
* EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk/)
* Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org/)
* Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk/)
* Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk/)

**Sexual harassment and sexual bullying:**

* Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk/)
* A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf)
* Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobody-campaign-posters](http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters)
* Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

**Please Note:** Additional links can be found in ‘Preventing and Tackling Bullying’ (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)