



Aiskew, Leeming Bar  
Church of England Primary School

*'Rooted in love and growing together  
to become lifelong learners'*

# **Anti-Bullying Policy**

## **(Including cyberbullying, prejudice-based and discriminatory bullying)**

**based on 'Preventing and Tackling Bullying' DfE guidance July 2017**

### **Key Contact Personnel in School**

Nominated Member of Leadership Staff Responsible for the policy: Bethany Stanley (Headteacher)

Designated Safeguarding Lead: Bethany Stanley

Deputy Designated Safeguarding Lead: Alison Watson

Named Governor with lead responsibility: Sue Richardson

Date written: September 2022

Date agreed and ratified by Governing Body: 26<sup>th</sup> September 2022

Date of next review: September 2023

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures.

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](#)" 2022. The school has read Childnet's "[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)".

### **Policy objectives:**

- This policy outlines what Aiskew, Leeming Bar Church of England Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Aiskew, Leeming Bar CE Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Safeguarding policy
- E-Safety Policy and Acceptable Use Policies (AUP)
- SEND Policy
- Staff Code of Conduct

### **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
- Public Order Act 1986

Although bullying is not a specific criminal offence, it is important to bear in mind that some types of bullying are illegal and should be reported to the police. These include:

- Violence or assault
- Theft

- Repeated harassment or intimidation, for example name calling threats and abusive phone calls, emails or text messages
- Hate crimes

### **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that she has been identified to take overall responsibility.
- The Governing Body to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### **Principles and Values**

As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of behaviour and we will challenge any behaviour that falls below this. Our strap line, 'Rooted in love and growing together to become lifelong learners' demonstrates our commitment to ensuring our school community gets along in harmony. Our Golden Rules for behaviour encourage respect, kindness, consideration and collaboration. Our 8 Christian values also form and shape our behaviour and our attitude and treatment of others and form an integral part of the curriculum. In particular, the value of true friendship is explored through the Biblical story of Ruth and Naomi; the value of compassion is taught through the story of the Good Samaritan; and the value of forgiveness is taught through the story of the Prodigal Son.

### **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 be:**

**Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

**Physical** - pushing, kicking, hitting, punching or any use of violence

**Racial** - racial taunts, graffiti, gestures

**Sexual** - unwanted physical contact or sexually abusive comments, including sexual harassment and sexual violence

**Homophobic** - because of, or focussing on the issue of sexuality

**Transphobic** - unkindness due to someone's gender identity, their perceived gender identity or because they do not conform to culturally conventional gender roles.

**Direct or indirect Verbal** - name-calling, sarcasm, spreading rumours, teasing

**Cyberbullying** - All areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; and misuse of associated technology - i.e. camera & video facilities. It includes 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. It includes sexting or threatening and/or blackmailing a person to share images of that person or purporting to be that person or connected with them in some way.

**Religious** - unkind words or actions because of someone's religion

**SEN/D** - unkindness because of physical or mental disabilities or having Special Educational Needs

**Family related** - unkindness because a child is adopted or is a carer, or the like

**Prejudice-based** - when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance.

**Discriminatory bullying** – discrimination of 'protected characteristics' which include:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief

- sex
- sexual orientation

Bullying can be a form of child on child abuse (children abusing other children) and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development. It can take many forms. It can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This can include (but is not limited to):

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- upskirting and initiation/hazing type violence and rituals.

### **Forms of bullying covered by this policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic/transphobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology, known as online or cyberbullying
- Child on child abuse

## **School ethos**

In order to fulfil our school vision which is to enable every member of our school family to grow and flourish into well-developed individuals, we recognise 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 safe, nurturing, disciplined environment, where pupils are able to learn and fulfil their potential. We value the differences between ourselves and inclusivity is at the heart of our practice.

### **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships, to help prevent bullying.
- Recognises 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.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures 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.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Ensures our pupils know the forms bullying can take through our PSHE/RSE and ICT curriculum and are well-equipped to report instances of bullying.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Responding to bullying**

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

- All concerns are logged on CPOMs within 24 hours so that all necessary staff are informed.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The headteacher/designated safeguarding lead or another member of the leadership team will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/carers, where appropriate.
- Sanctions (as identified within the school Behaviour Policy) and support for individuals will be implemented, in consultation with all parties concerned.
- 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 (unless this has already been escalated to a police level). Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## **Cyberbullying**

Note: Aiskew, Leeming Bar CE Primary School will ensure that staff and governors access the Childnet Cyberbullying guidance.  
<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

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.
  - 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.

### **Supporting pupils**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous support.

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations 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).

**Pupils who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers 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, lunchtime or playtime detentions, removal of privileges (including online access when encountering cyberbullying concerns), foregoing Golden Time, 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.

## **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/carers or other staff members, is unacceptable.

Adults (staff, governors and parents/carers) 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 school's behaviour and discipline 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, governors and parents/carers) 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 procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

## **Outcomes**

1. All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

2. Parents/carers of the victim may also be questioned about the incident or about their general concerns.
3. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. E.g. a parent/carer being informed about their child's behaviour.
4. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor etc.
5. In serious cases, fixed term or even permanent exclusion will be considered.
6. If possible, the pupils will be reconciled.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

### **Preventing bullying**

At Aiskew, Leeming Bar CE Primary School, we use a variety of methods for helping children to prevent bullying through collective worship/assemblies; Circle Time; PSHE/RSE lessons using the 1Decision scheme of work; Purple Mash lessons on e-safety as part of our ICT curriculum; use of a worry monster; and the availability of adults in school to talk at any time. There are Play Leaders out on the playgrounds at lunchtime and playtimes to encourage all children to join in with a variety of playground games. Children are also consulted through in-school pupil questionnaires including the Growing Up in North Yorkshire Survey (Years 2 and 6, completed bi-annually). The results of these questionnaires are promptly responded to by staff.

Our PSHE scheme of work, 1Decision, teaches the children that bullying can take many different forms, including cyber-bullying and Purple Mash, our ICT scheme of work teaches children how to act safely and responsibly online.

All class teachers record any incidents of bullying on CPOMs. This shows a pattern of behaviour over time. The Headteacher views all incidents recorded. Each term, CPOMs is reviewed by the Headteacher in order to check patterns of behaviour over time. This is shared with the Safeguarding Governor.

The ethos and working philosophy of Aiskew, Leeming Bar CE Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded such as through the giving of 'Golden Tickets' and the awarding of our 'Value Certificates'.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.

Staff will reinforce expectations of behaviour as a regular discussion.

The school always takes part in Anti-Bullying week. Anti-bullying week is an annual event held in the third week of November which aims to raise awareness of all types of bullying of children and young people, in schools and elsewhere, and to highlight ways of preventing and responding to it. All children across the school take part in various age appropriate activities during the week which are geared towards helping them gain a greater understanding of the issue. The NSPCC are also invited into school to provide anti-bullying workshops.

Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Groups/gangs bring about the imbalance of power and must be broken up from around the central bully.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that bullies are dealt with quickly

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a staff member or adult whom you feel you can trust
- Write your concern and 'feed' it to the worry monster
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your Circle Time
- Ring Childline and follow the advice given

## **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 (child on child 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.
- Ensure there are no ‘dead’ spaces around school, particularly on the playground/field and for adults on playground duty to be mindful of the activities/conversations when there is a group of children.

## **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 brought to the school's attention, which involves or affects 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 in policy writing and decision making, 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:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- 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.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff must be prepared to record and report each incident using CPOMs.

In the case of racist bullying, this must be reported to the Headteacher/PSHE Lead, which in turn will be reported to the Local Authority.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.



Incidents of bullying will be discussed with the Governing Body as a matter of Safeguarding.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher who will report it on CPOMs. Through this the Headteacher/DSL/other school staff will be alerted.
3. In serious cases, parents/carers of the perpetrator should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. An attempt will be made to help the bully (bullies) change their behaviour.

### **Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

### **Monitoring and review: putting policy into practice**

- 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 bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### **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](http://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)

## **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](http://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)

## **LGBTQ**

- Barnardos LGBTQ 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](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

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)