St Bede's Catholic Voluntary Academy

Anti-Bullying Policy

We commit ourselves to love, respect and serve one another as disciples of Jesus Christ

Approval date:	January 2025
Review date:	January 2027

1. **Culture, Ethos and Values at St Bede's Catholic Voluntary Academy**

    1.1 At St Bede's, our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do. Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual. We actively seek to live out our mission statement so that we "Love, Respect and Serve one another as Disciples of Jesus Christ" and create a culture which is caring and supportive. We develop our potential, celebrate our talents and go forward together in faith.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual
We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence
We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person
We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all
 We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles
Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that: Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

All stakeholders should have a joint understanding of what bullying behaviour is and what the school's procedures are for responding to bullying behaviours. Therefore, we create a culture of upstanders who recognise that we have collective responsibility to make the academy an enjoyable place because 'If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.' 1 Cor 12.This Information will be shared on the school website, through regular events and/or workshops for parents/carers. This enables all stakeholders to 'Love, Respect and Serve' the students and staff at St Bede's with dignity and humility.

As a school we take bullying seriously. Students, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported **'**For the Spirit God gave us does not make us timid, but gives power, love and self-discipline.' Timothy 1:7**.** We recognise that a supportive culture enables students to flourish both academically and socially.

1.2 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2022. It links with other school policies, practices and DFE guidance including:-
  ➢ Safeguarding and Child Protection Policy
  ➢ Peer on Peer abuse: Sexual Violence and Sexual Harassment
  ➢ Consequences and Rewards policy including 3 and 4G policy
  ➢ Complaints Policy
  ➢ Esafety and acceptable user guidance
  ➢ Curriculum Policies such as PSHE, Citizenship and E Safety Policy
  ➢ Equality and Diversity Policy
  ➢ Relationships, Sex and Health Education Policy

1.3 Bullying behaviour towards staff by pupils, parents or colleagues is unacceptable. Where this occurs, the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

2. **Definition of Bullying Behaviour and Peer on Peer abuse**
   2.1 Bullying behaviour is "Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally." (DfE Preventing and Tackling Bullying, 2017).

   2.2 Peer on Peer/Child on Child abuse between children under 18 is defined as 'Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to)':

   • Abuse within intimate partner relationships;
   • Bullying (including cyber bullying)

- Sexual Violence and Sexual Harassment
- Physical abuse - kicking, hitting, taking belongings, shaking, biting, hair pulling or otherwise causing physical harm
- Sexting (YPSI)
- Initiation/hazing type violence and rituals

(KCSIE 2022)

2.3 At St Bede's, we refer to bullying behaviour rather than the term bullying. This is because bullying behaviour is a choice and, therefore, students have the option to reflect on their actions, change and choose different behaviours.

At St Bede's, bullying behaviour is defined as:

'Repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.'

- Repeated (more than once)
- Negative
- Intentional

It is unequal and often involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- physical - size of people involved, number of people involved
- psychological – knowing what upsets someone and deliberately doing it
- socially – deliberately isolating someone
- It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

When investigating any alleged bullying behaviour, the academy will use this definition to scrutinise the actions of alleged perpetrators. One off incidents that do not fulfil this definition are not classed as bullying behaviour. However, the incidents must be taken seriously and the academy's Consequence policy should be applied as necessary.

2.4 Cyberbullying behaviour includes the same inappropriate harmful behaviours expressed via digital devices. Cyberbullying behaviour can involve flaming, trolling, catfishing, outing, exposing, cyberstalking, exclusion, online sexual harassment or denigration. Some examples (not an exhaustive list) could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, sharing secrets and sending offensive or degrading imagery by mobile phones or via the internet. (For further information on youth produced imagery see the e-safety and internet use policy).

2.5 Bullying behaviour will not be classed as banter. All allegations of bullying behaviour will be investigated to determine if it is 'repeated, negative, intentional' behaviour. Staff and students will be educated about the difference between banter and bullying behaviour.

2.6 Acts of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are

trained to be vigilant about all forms of bullying and/or Peer on Peer abuse both within and outside of school, including the consideration of contextual safeguarding.

3. **Forms of bullying**

   3.1 Bullying behaviour can happen to anyone. This policy covers all types of bullying including Hate Crimes and Sexual Violence and Sexual Harassment:-

   ➤ Bullying relating to **Race and Culture** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress etc and examples of Hate Crimes.

   ➤ Bullying relating to **Religion** – derogatory assumptions or generalisations about religion, religious taunts and intolerance and examples of Hate Crime.

   ➤ Bullying relating to **Disability** - derogatory assumptions or generalisations about a young person's disability.

   ➤ Bullying relating to **Sexual Issues**– unwanted physical contact, sexually abusive comments, sexual harassment or violence..

   ➤ Bullying relating to **Sexual orientation**- Homophobic / transgender/ LGBTQ+ - ridicule, gestures, malicious warning others about a person, put downs, insults, etc.

   ➤ Bullying relating to **Perceived Differences** – the way someone looks, talks etc

   ➤ Bullying relating to **Special Educational Needs** - learning difficulties or being gifted/talented

   ➤ Bullied because they are a **Child in care or Adopted or previously Looked After**

   ➤ Bullied because they are a **Young Carer**

   ➤ Bullied because of **Other** reasons i.e. jealousy, friendships

   3.2 At St Bede's, we categorise bullying behaviours into three categories (not exhaustive lists):

   • Verbal: the negative use of speech, sign language or verbal gestures to intentionally hurt others. This includes (and not exhaustive to) swearing, offensive language, any discriminatory language or comments such as disablist, racism, sexism, homophobic, gender based or against any protected characteristic, Hate crimes, Sexual harassment and hurtful comments

   • Indirect: the repeated, negative use of actions, which are neither physical nor verbal, to intentionally hurt others. This includes (and not exhaustive to) cyberbullying, rumours, isolating someone, damaging/taking property, secret sharing or physical intimidation

   • Physical: the repeated, negative use of body contact to intentionally hurt others. This includes (and not exhaustive to) punching, kicking, hitting, slapping, spitting, tripping or Sexual Violence

   3.3 We recognise that some students adopt roles when exhibiting bullying behaviours:

   • Ringleader
   • Reinforcer
   • Assistant
   • Target
   • Bystander
   • Upstander

When investigating allegations of bullying behaviours, we will examine the roles adopted by students and the impact they have had. Consequences and restorative systems will be implemented accordingly. As well as our consequences policy, perpetrators may be required to complete an 'Education and Awareness' programme to prevent further bullying behaviours being exhibited as 'Anyone who claims to be in the light but hates a brother or sister is still in the darkness.' John 2:9

3.4 We recognise that having a positive and supportive culture encourages all members of our school community to report bullying. Students may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and act as upstanders against bullying behaviours.

4. **Why is it important to respond to bullying?**

4.1 Bullying behaviour hurts. No one deserves to suffer from bullying behaviours. Everybody has the right to be treated with respect and this is a fundamental element of the academy's mission statement. Students and staff who demonstrate bullying behaviours need to learn different ways of behaving. The school will take necessary steps to assist this change in behaviour including disciplinary action, restorative practices such as education and awareness programmes and mediation.

4.2 A proactive approach to identify and act upon potential signs of bullying behaviours will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated. Other signs may be present which are not mentioned here:-
   - Frightened of walking to and from school
   - Does not want to go to school by public/school transport
   - Changes their school routine
   - Begins to truant
   - Becomes withdrawn, anxious or lacking in confidence
   - Cries themselves to sleep at night
   - Feels ill in the morning
   - School results begin to drop
   - Has possessions which are damaged or go missing
   - Frightened to say what is wrong
   - Is afraid to use the internet or mobile phone
   - Is nervous and jumpy when a cyber message is received

5. **Anti-Bullying Education in the Curriculum**

5.1 At St Bede's we use a variety of methods to support students in preventing and understanding the consequences of bullying:-
   - PSHCE lessons
   - Spiritual, Moral, Social and Cultural (SMSC) curriculum
   - School assembly themes
   - Anti-bullying week
   - E-safety lessons
   - Education and Awareness programme
   - Peer mentors

5.2 The pastoral team are responsible for developing (with other colleagues) an anti-bullying programme as part of the curriculum. This will include defining bullying behaviours, types of bullying behaviours, roles adopted by students, how to be an upstander and how to report bullying behaviours. Other appropriate staff are responsible for delivering the anti-bullying materials to members of the school community as part of a planned programme of study.

6. Pupil Voice

6.1 Students are involved in the prevention of bullying as and when appropriate. This includes:-

- ➢ Having discussions about bullying behaviours and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- ➢ Ensuring that their peers know how to report worries and anxieties about bullying behaviours to Pastoral Support, Heads of Year or a trusted adult
- ➢ Publicising the details of helplines, websites and report buttons
- ➢ Supporting each other via the peer mentor scheme
- ➢ Student voice surveys and student panels

6.2 Students are also consulted through regular school surveys (all the school take part in the North Lincolnshire Lifestyle Survey every 3 years).

7. Anti-bullying Procedures
7.1 Parents

7.1.1 If parents suspect their child is being bullied they should contact the school and ask to speak with their child's Tutor, Head of Year or Pastoral support. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying behaviours.

7.1.2 Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse.

7.1.3 Parents should encourage their child to talk to their Tutor, Head of Year, Pastoral Support or a trusted adult in the first instance, or a student trained in anti-bullying such as a peer mentor.

7.2 Students

7.2.1 If a student thinks they are being bullied they must tell an adult that they trust (parent, member of staff) or use the anti-bullying system (speak to a staff member, House Leader, email system or peer mentor.) They should be able to explain what form the bullying is taking and how it affects them.

7.2.2 Students who witness bullying behaviours or an incident which they feel may be bullying behaviour must tell an adult, parent or peer mentor. The academy wants all stakeholders to act as upstanders to promote a culture of honesty and open dialogue.

7.3 Staff

7.3.1 If bullying behaviour is reported to a member of staff, they will record the details per policy guidelines and email the information to the anti-bullying email. Due to the Child Protection and Safeguarding policy, no promise of confidentiality can be given. Staff will

receive an email acknowledging receipt of the concern. Staff should check the concern has been received if no response is provided.

7.3.2 Pastoral Support to complete the Checklist for Managing a Bullying behaviour Incident (SeeAppendix 1) and discuss meeting notes and agreed outcomes with SLT link/Assistant Headteacher of Inclusion. Heads of Year will be expected to assist with gathering information and implementing consequences as well as support.

7.3.3 During the investigations care must be promoted for the student who perceives themselves as being bullied as well as the alleged student showing bullying behaviour. Both students may be offered support as part of the process.

7.3.4 Time out / reflection time may be used if deemed appropriate during the investigation.

7.3.5 Parents should be informed and may be asked to come in to a meeting to discuss the problem as part of the investigation.

7.3.6 Consequences will be applied in accordance with the Consequence policy. Support will be provided in the form on education and awareness sessions which includes reflection, mediation, working with the Lay Chaplain and other sessions.

8. **Persistent bullying**
    8.1 If a student continues to inform that they are being bullied they will be provided with a log book /diary to record this. For younger children or those with special educational needs and/or disabilities support will be given via named person or TA.

    8.2 Staff and Governors will decide next steps for students who persist in bullying behaviours in-line with other school policies and plans including the school's Consequences and Rewards.

9. **Students who have experienced bullying behaviour may be:**
    ➢ Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they find easy to talk to.
    ➢ Offered reassurance to ensure that the student feels safe again.
    ➢ Consulted on a program to help build-up their self-esteem, confidence and resilience with a Pastoral worker as and when appropriate.
    ➢ Referred to a buddy/peer mentor if appropriate.
    ➢ Offered continuous advice and support for their parents.
    ➢ Be informed about the outcome of the investigation into their concerns.
    ➢ Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

10. **Students who have engaged in bullying behaviour will be:**
   ➢ Given an opportunity to discuss what happened with an adult and explain why they became involved.
   ➢ Offered time to help them reflect on their behaviour and understand the harm that they have caused with a pastoral worker whilst completing and education and awareness programme, including working with the Lay Chaplain
   ➢ Given time to learn the steps they need to take to repair the harm they have caused and ensure they can make a choice to avoid bullying behaviour in the future via the education and awareness programme
   ➢ Informed that their parents/carers will be involved to help change the attitude and behaviour of the student.
   ➢ Referred to other agencies (if necessary) including the Police and Children's Services to support a change in behaviour.
   ➢ Referred to a counsellor (if necessary)
   ➢ Invited to attend a mediation (restorative practice) meeting with the student or staff member who experienced the bullying behaviour to resolve issues and prevent a reoccurrence where appropriate.

   Changing the attitude and behaviour of students who engage in bullying behaviour will be part of the positive procedures used by the school. However the school recognises that consequences will also have to be used with students who exhibit this form of behaviour. (See Consequence and Rewards Policy.)

11. **Complaints**
   If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, s/he may make a complaint in accordance with the School's Complaints Policy.

12. **Equal Opportunities**
   In implementing this policy all members of staff must take into account the school's Equal Opportunities policy. Staff must ensure that no student is involved in any incident of bullying is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

13. **Responsibilities**
   It is the responsibility of:
   ➢ The Head teacher to communicate the policy to the school community and to feedback the effectiveness of the policy in the Annual Report to Governors.
   ➢ School Governors to take a lead role in monitoring and reviewing this policy including liaising regularly with the Pastoral Team.
   ➢ Governors, the Head teacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
   ➢ Staff to support and uphold the policy.
   ➢ Parents/carers to support their children and work in partnership with the school.
   ➢ Pupils to abide by the policy.

   The named Governor with lead responsibility for this policy is: Jackie Kelly

   The Assistant Headteacher with lead responsibility for this policy is L Busk

14. Monitoring, Evaluation and Review

The Governors will review this policy every 2 years and assess its implementation and effectiveness.

- ➢ The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes.
- ➢ 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.

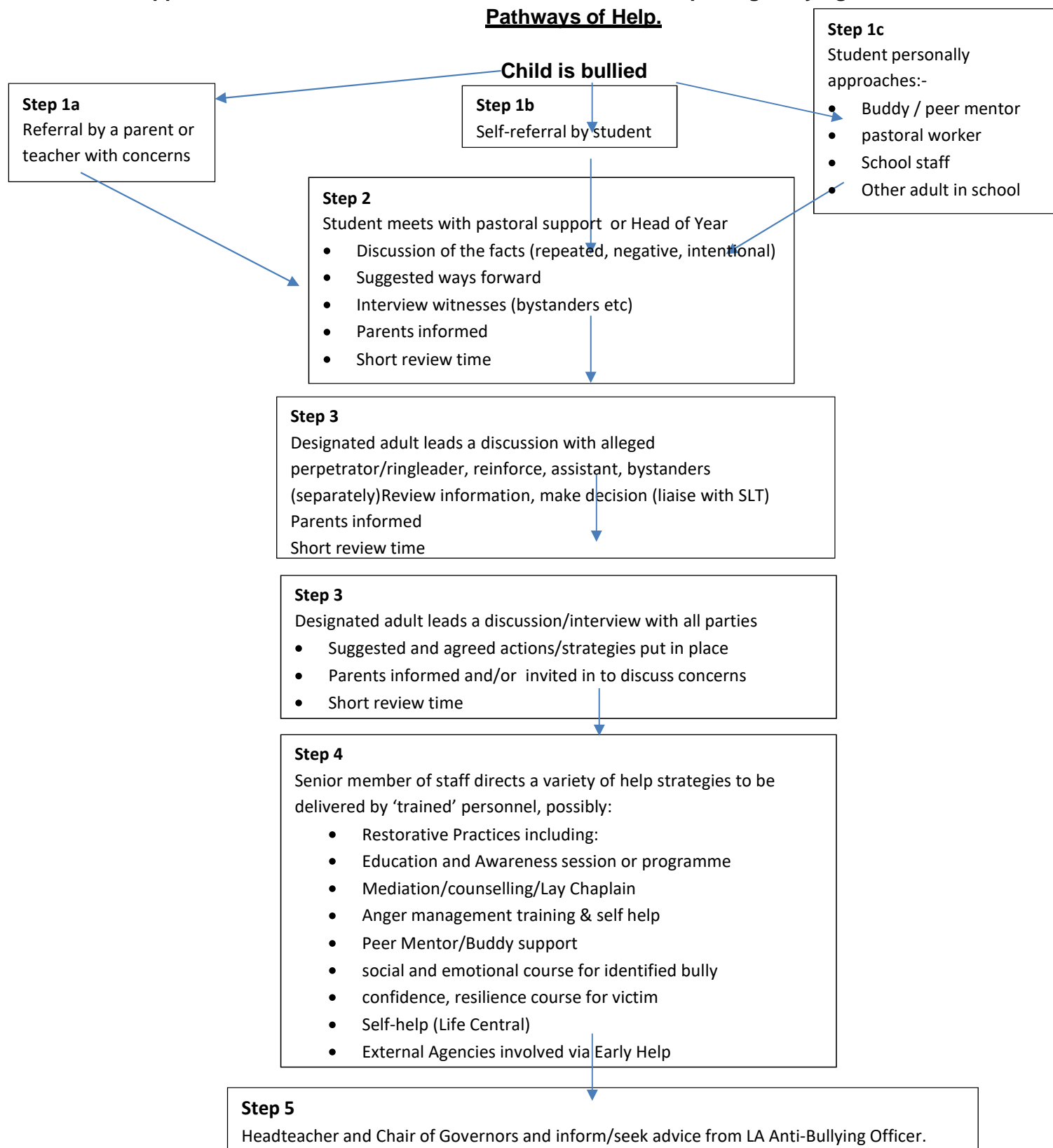## Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

Students named in incident: Date:

Checklist	√ and date when complete
Young person reports s/he is being bullied or the incident is observed. Follow procedure to gather information.	
Report information to: antibullying@stbedesscunthorpe.org.uk	
Record incident following Anti-bullying policy (Pastoral support or Head of Year)	
Ensure that an appropriate adult meets with the target of the bullying behaviour. Follow interview guidance and record.	
Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following Anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned. 1 off awareness session and restorative session with alleged target. HOY informs parents.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or working with multi-agencies. Inform the DSL of concerns immediately.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place? Upload to cpoms. Toggle as bullying and link students.	

Appendix 2: Recommended Procedures in School for Reporting Bullying
Pathways of Help.

Child is bullied

Step 1c
Student personally approaches:-
- Buddy / peer mentor
- pastoral worker
- School staff
- Other adult in school

Step 1a
Referral by a parent or teacher with concerns

Step 1b
Self-referral by student

Step 2
Student meets with pastoral support or Head of Year
- Discussion of the facts (repeated, negative, intentional)
- Suggested ways forward
- Interview witnesses (bystanders etc)
- Parents informed
- Short review time

Step 3
Designated adult leads a discussion with alleged perpetrator/ringleader, reinforce, assistant, bystanders (separately)Review information, make decision (liaise with SLT)
Parents informed
Short review time

Step 3
Designated adult leads a discussion/interview with all parties
- Suggested and agreed actions/strategies put in place
- Parents informed and/or invited in to discuss concerns
- Short review time

Step 4
Senior member of staff directs a variety of help strategies to be delivered by 'trained' personnel, possibly:
- Restorative Practices including:
- Education and Awareness session or programme
- Mediation/counselling/Lay Chaplain
- Anger management training & self help
- Peer Mentor/Buddy support
- social and emotional course for identified bully
- confidence, resilience course for victim
- Self-help (Life Central)
- External Agencies involved via Early Help

Step 5
Headteacher and Chair of Governors and inform/seek advice from LA Anti-Bullying Officer.

Appendix 3: disclosure Guidance and Recording
St Bede's Catholic Voluntary Academy
Anti-bullying Procedures

BULLYING BEHAVIOUR IS:
➤ REPEATED (MORE THAN ONCE)   ➤ NEGATIVE (STOP AND UNKIND)   ➤ INTENTIONAL (THEY KNOW THE POTENTIAL IMPACT OF WHAT THEY HAVE DONE)

IF A CHILD CONFIDES IN YOU THAT THEY ARE BEING BULLIED, YOU MUST:

- THANK THEM FOR DOING THE RIGHT THING AND BEING BRAVE
- LISTEN AND RECORD THEIR THOUGHTS VERBATIM
- DO NOT ASK LEADING QUESTIONS. USE TED ('TELL ME, EXPLAIN, DESCRIBE')
- DO NOT PASS JUDGEMENT REGARDING ANYONE ALLEGED TO HAVE BULLIED A CHILD
- NO SECRETS - IT MUST BE PASSED ON BUT WE WILL CONSIDER THEIR WISHES/VIEWS
- REASSURE THE CHILD THEY HAVE DONE THE RIGHT THING
- EXPLAIN WHAT WILL HAPPEN NEXT

QUESTIONS TO ASK TO DETERMINE WHETHER IT IS BULLYING OR AN ISOLATED INCIDENT:
1. TELL ME WHAT HAS HAPPENED   2. CAN YOU EXPLAIN IF THERE HAS BEEN ANY BUILD UP TO THE INCIDENT (this should help to determine if it is intentional or not)   3. WHEN DID IT HAPPEN? WHERE DID IT HAPPEN? (dates/times)   4. HAS THERE BEEN MORE THAN 1 INCIDENT? DESCRIBE THE OTHER INCIDENTS/ WHERE THEY TOOK PLACE   5. CAN YOU TELL ME THE NAMES OF ANY WITNESSES?   6. IS IT VERBAL, INDIRECT, PHYSICAL OR A MIXTURE? (refer to policy)   7. HOW IS IT AFFECTING YOU? (refer to safeguarding if at risk of significant harm)

CONVERSATION STARTERS IF YOU SUSPECT A CHILD IS BEING BULLIED:

- HOW ARE YOU?
- HOW IS SCHOOL?
- IS THERE ANYTHING SCHOOL CAN DO TO HELP?
- WOULD YOU LIKE TO TALK TO SOMEONE?
- IS ANYONE/ANYTHING BOTHERING YOU?

- Please contact pastoral support / Head of Year for support.

Appendix 4: Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" July 2017
- Peer on Peer Abuse DFE guidance
- KCSIE 2022
- Sexual Violence and Sexual Harassment between children in schools and colleges DFE guidance December 2017 (part 5 of KCSIE 2018) https://www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE: "No health without mental health" https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https:// www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational