

## Anti-Bullying

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## 1. Rationale

- 1.1. We strive to create a culture based on our core values of Respect, Reflect, Reset and Resolve. Students must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our students it is important that we create an atmosphere in which bullying cannot thrive and in which no student has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is important that we make our students knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Because bullying is in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying, so that parents are able to distinguish between what is bullying and what is not.
- 1.2. The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, 'Every Child Matters' 2003 [outcome 2], The Equality Act 2010 ([Link to policy](#)) and The Children Act 2004. We are committed to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, young carers, looked after children, appearance targeted, sexist and sexual bullying.

## 2. A Definition of Bullying / Peer on Peer Abuse

- 2.1. There is no legal definition of bullying /peer on peer abuse. It is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.
- 2.2. Bullying / peer on peer abuse can take many forms (for instance, cyber- bullying via text messages or on social media) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.
- 2.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying / peer on peer abuse can be more damaging than physical.
- 2.4. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying / peer on peer abuse, which can occur in or outside school. Cyber-bullying is a different form of bullying / peer on peer abuse and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual, transgender, queer (LGBTQ) people.
- 2.5. Where bullying / peer on peer abuse outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police, PCSO in their local area or the Local Authority of the action taken against a student. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Bullying / peer on peer abuse can be:

- 2.6.1 physical (hitting, kicking, theft) teasing
- 2.6.2 making threats
- 2.6.3 verbal (name calling, racist remarks)
- 2.6.4 indirect (spreading rumours, excluding someone from social groups)

### **3. How we set the right ethos of being a 'telling' school**

- 3.1. A 'telling' school is one where students do inform staff when bullying / peer on peer abuse is taking place.
- 3.2. If students who feel they are being bullied are to tell us about bullying / peer on peer abuse we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that investigations take time.
- 3.3. We must also make it as easy as possible to report bullying / peer on peer abuse. Students must understand that there may be a number of different outcomes and be familiar with the content of the flow chart (Appendix 1) and the table of possible sanctions (Appendix 2).
- 3.4. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core values and that we all set a good atmosphere round school. We want to make it clear that this responsibility includes:
  - 3.4.1. promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying / peer on peer abuse
  - 3.4.2. ensuring that all staff exhibit positive behaviours, demonstrate our Core Values and become positive role models to students
  - 3.4.3. treating other people with respect at all times;
  - 3.4.4. doing nothing that could be construed as bullying / peer on peer abuse;
  - 3.4.5. doing nothing that could be construed as supporting bullying / peer on peer abuse. This includes relaying distressing messages, relaying threats, laughing at bullying / peer on peer abuse, watching a fight;
  - 3.4.6. reporting to the proper person any bullying / peer on peer abuse we witness or any behaviour which we feel could escalate into bullying / peer on peer abuse.
  - 3.4.7. engaging students in reviewing and developing our anti-bullying practices
- 3.5 During 2022-2023 we have joined the United Against Schools (UAB) programme. The UAB supports schools to reduce bullying and improve the wellbeing of all children from all at risk groups.
  - 3.5.1 – Step 1 – baseline audit of staff, student and parent voice done through surveys and school audit. From this an action plan is devised and a whole school approach identified and implement. Step 3 is the final review of staff, student and parents to assess impact
  - 3.5.1 – Teaching and Teaching assistants will take on the certified CPD from the UAB programme to support with students needs
  - 3.6.1 – interested students will be able to take part in the Princess Diana Anti-Bullying Ambassador programme to be trained and equipped to be able to support their peers and play a part in the whole school programme

#### **4. Procedure for dealing with complaints of bullying**

##### **4.1. How to deal with bullying and who to tell**

- 4.1.1. Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:
- 4.1.2. If you feel able to, then let the 'bully' know that they do not like what is happening to them and ask the bully to stop;
- 4.1.3. If the bullying / peer on peer abuse doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be their form tutor, YEAR LEADER, any teacher or any member of staff.

##### **4.2. What any adult – teacher, support staff, parent – who has been told about bullying should do**

- 4.2.1. Go to, phone or email the YEAR LEADER of the student concerned. Add the concern to CPOMS and alert YEAR LEADERS and SLT

If a parent/carer does not know who the appropriate YEAR LEADER is they should contact school and the Receptionist will advise them.

##### **4.3. Students – How to report bullying**

- 4.3.1 Students can contact their year leader or SLT year link in the first instance:

Year 7: Mrs T Clayton – SLT Link Mrs S Palin  
Year 8: Ms S Rawding – SLT Link – Mrs K Ashwood  
Year 9: Mrs K Shipley – SLT Link – Mrs E Green  
Year 10: Mrs J Lazenby – SLT Link – Mr P Clayton  
Year 11: Mrs J Taylor – SLT Link – Mr A Edwards

4.3.2 Students can contact their student council form representative should they feel able to do so who can also raise concerns on their behalf.

4.3.3 Students are able to use the drop in With Me In Mind sessions run by the NHS team in school on designated days.

4.3.4 – As part of the UAB Programme student representatives will be receiving external training so they become anti bullying ambassadors as an extra layer of support between peers

##### **4.4. Who should investigate**

- 4.4.1. In the first instance we would expect the student's form tutor to discuss any issues with the student and suggest possible solutions. If this is ineffective or the form tutor believes he/she needs help in resolving an issue he/she will:

4.4.1.1. E-email the Year Leader (YEAR LEADER). An investigation into a complaint of bullying/peer on peer abuse will be carried out in most cases by one of the YEAR LEADERS or the school Anti-Bullying Lead, but on occasions by a form tutor or Mrs Ashwood (Assistant Headteacher).

##### **4.5. The Need for Gathering Evidence**

- 4.5.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

##### **4.6. How we deal with incidents that cross inside/outside school boundaries**

- 4.6.1. Where incidents that happen outside school are clearly having a detrimental effect on the life of the school we will investigate these and, in conjunction with the parents and the local police, take appropriate action.
- 4.6.2. Head teachers have the legal power to make sure pupils behave outside of school premises; to such an extent as is reasonable. This includes bullying that happens anywhere off the school premises, for



example on public transport or in a town centre. School staff can also choose to report bullying to the police or local council.

- 4.6.3. The school will hold students accountable for poor behaviour in the local community on the way to and from school as well as students online and electronic activities.

4.5.4 Preventing and response strategies for dealing with behaviour: We will respond inline with schools behaviour policy and any relevant advice from external authorities. The school will continue to follow the 10 key principles from the UAB's anti bullying charter (appendix 4). Staff will also be completing UAB CPD modules on prevention and responding to bullying.

4.5.5 The school will respond with whole school strategies and educate students through our Life curriculum , form activities, awareness days, assemblies, promoting our learning expectations and British Values in school, Modelling behaviours between staff and students, parental involvement, student council voice and involvement, developing our anti bullying ambassadors and developing a positive ethos and culture in school.

## 4.6 Reporting on CPOMS

4.6.1 When an incident is reported to a staff member they can report this on CPOMS, our system for monitoring safeguarding, wellbeing and pastoral issues in school. Any incident can be initially reported as unsubstantiated whilst this is being investigated and amended to substantiated with relevant evidence and outcomes at a later date. Other categories will also include if the student is a victim or perpetrator of bullying for any aspect of bullying including that of sexual harassment and violence.

4.6.2 When a student reports an incident of bullying they will need to be referred to their YEAR LEADER in the first instance. The YEAR LEADER will then complete a 'Initial Investigation into allegation of bullying' form (**See Appendix 3**) with the student. This will then allow us to assess the nature of the investigation and the steps that need to be taken. This report will be uploaded to CPOMS as part of the initial entry and attached to the student file.

## 5. Sanctions

- 5.1. At Huntcliff School, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all students to be proactive and seek help from members of staff if they witness another student being hurt or they are concerned about others.
- 5.2. The following is the normal hierarchy of sanctions. A serious case of bullying / peer on peer abuse, however, might result in immediate exclusion:
- 5.2.1. In the first instance, a bully will be warned and parents will be informed. We will impress on them that what they have done will not be tolerated at our school. Sanctions could also include mediation between the students involved, time in Reflect, referral to additional internal school support (such as TFTF or Spacious Coaching). This frequently solves the problem.
- 5.2.2. If the bullying continues, parents will be invited into school. Additional sanctions could also include a full day in Reflect, Fixed Term Exclusion, referral to external services and the completion of an Early Help Assessment and a student behaviour agreement.
- 5.2.3. If there is evidence of sexual violence or sexual harassment, sanctions could include a full day in Reflect, Fixed Term Exclusion, Referral to Children's Services, a student behaviour agreement, the

completion of an Early Help Assessment and parents will be contacted.

- 5.2.4. Persistent proven bullying / peer on peer abuse could lead to a longer Fixed Term Exclusion, a meeting with the board of trustees to be attended by parents and the student and a potential managed move to another secondary school.
- 5.2.5. The ultimate sanction for bullying / peer on peer abuse could be permanent exclusion.

## **6. Engaging with Parents and Carers**

6.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying / peer on peer abuse and to engage promptly with them when an issue of bullying / peer on peer abuse comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying / peer on peer abuse and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

### **6.2. We will:**

- 6.2.1. Ensure that key information (including policies and named points of contact) about bullying / peer on peer abuse is available to parents/carers. ([Link to policies page](#))
- 6.2.2. Ensure that all parents/carers know who to contact if they are worried about bullying / peer on peer abuse. This should be the year leaders in the first instance, then to the relevant year SLT link if this needs to be escalated.  
Year 7: Mrs T Clayton – SLT Link Mrs S Palin  
Year 8: Ms S Rawding – SLT Link – Mrs K Ashwood  
Year 9: Mrs K Shipley – SLT Link – Mrs E Green  
Year 10: Mrs J Lazenby – SLT Link – Mr P Clayton  
Year 11: Mrs J Taylor – SLT Link – Mr A Edwards
- 6.2.3. Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- 6.2.4. Ensure all parents/carers know where to access independent advice about bullying / peer on peer abuse.
- 6.2.5. Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying / peer on peer abuse.
- 6.2.6. Ensure that parents work with the school to role model positive behaviour for students, both on and offline.
- 6.2.7. Particularly during a lengthy investigation, or when there is a repetition of bullying / peer on peer abuse, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact but parents must understand that form tutors, YEAR LEADERS, the Anti-Bullying Lead and Senior Staff do have other demands on their time. We will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

## **7. How we monitor the situation**

- 7.1. Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot act if we are not made aware

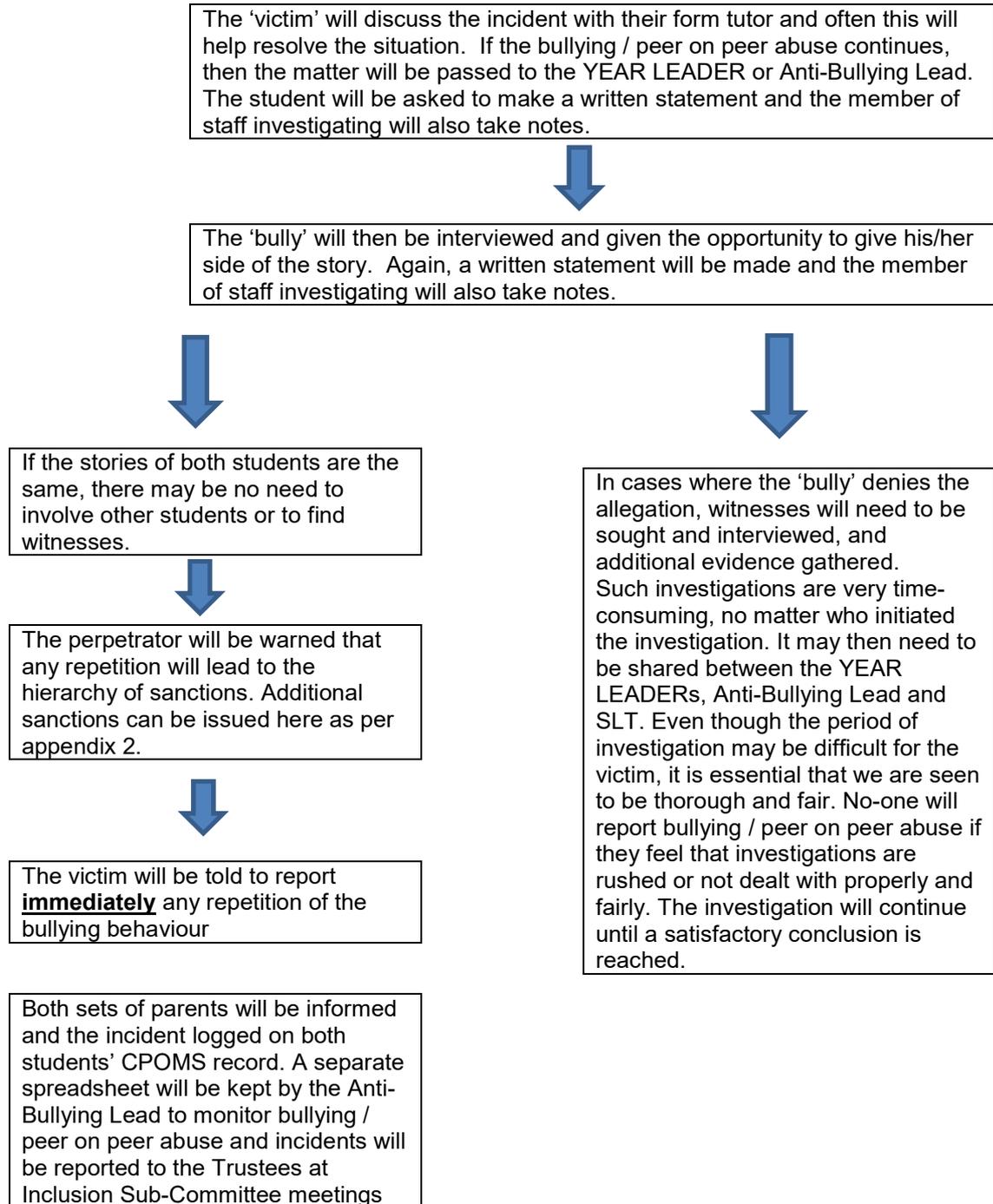


## 8. Links to relevant policies

8.1 Links to the relevant policies can be found [here](#). Useful policies include:

- Equality and diversity policy
- Inclusion policy
- Attendance Policy
- Behaviour Policy
- Complaints policy
- Mobile Phone policy
- Online safety policy
- SEND report
- Student Mental Health and Wellbeing
- Safeguarding policy
- PSHE/Life Curriculum [long term plan](#)

## Appendix 1 – The Process Flowchart



## Appendix 2 – Proposed Sanctions

1.	<b>Proven bullying / peer on peer abuse 1<sup>st</sup> instance</b>	<b>Sanctions could include:</b> <ul style="list-style-type: none"> <li>• Mediation</li> <li>• Time in Reflect</li> <li>• Referral to in-school support such as TFTF or Spacious Coaching</li> </ul>
2.	<b>Proven bullying / peer on peer abuse 2<sup>nd</sup> instance</b>	<b>Sanctions could include:</b> <ul style="list-style-type: none"> <li>• Full day in Reflect</li> <li>• Student Behaviour Agreement</li> <li>• Referral to external services via Early Help Assessment</li> <li>• Fixed Term Exclusion</li> </ul>
3.	<b>Proven Sexual Violence / Sexual Harassment</b>	<b>Sanctions could include:</b> <ul style="list-style-type: none"> <li>• Full day in Reflect</li> <li>• Student Behaviour Agreement</li> <li>• Fixed Term Exclusion</li> <li>• Referral to Childrens' Services</li> <li>• Referral to external services via Early Help Assessment</li> </ul>
4.	<b>Persistent proven bullying / peer on peer abuse</b>	<b>Sanctions could include:</b> <ul style="list-style-type: none"> <li>• Fixed Term Exclusion</li> <li>• Meeting with board of Trustees for parents and student</li> <li>• Managed move to an alternative secondary school</li> <li>• Permanent Exclusion</li> </ul>

## APPENDIX 3 – Initial Investigation Form

### Initial Investigation into allegation of bullying- FORM 1

Completed by:	Reported by:
Position:	Role:
Date:	Date:

Form of referral:	Verbal <input type="checkbox"/>	Report <input type="checkbox"/>	Phone Call <input type="checkbox"/>	Letter <input type="checkbox"/>	Email <input type="checkbox"/>
Student(s) name(s) alleged to be <b>experiencing</b> bullying behaviour					YR GP

Student(s) name(s) alleged to be <b>engaging</b> bullying behaviour	YR GP

Reported account: (Please use student statements sheets and this space for Synopsis of incident)

Details gathered to date: (use Form1b to interview all involved)

Action taken to date: (please tick relevant boxes)

<input type="checkbox"/> Checked for earlier incidents involving students	<input type="checkbox"/> Restorative intervention
<input type="checkbox"/> Notified safeguarding team	<input type="checkbox"/> On-going support/monitoring from staff
<input type="checkbox"/> Individual discussions with pupils involved	<input type="checkbox"/> Details of action agreed with pupils
<input type="checkbox"/> Group discussion with pupils involved	<input type="checkbox"/> Applied sanctions
<input type="checkbox"/> Discussion of incident with peers/class	<input type="checkbox"/> Parent contact/meeting

Any additional action taken?

**Factors to help determine if incident constitutes bullying**

Incident was bullying if all 3 warnings below are confirmed

<input type="checkbox"/>	Hurt has been deliberately/knowingly caused (physically or emotionally)
<input type="checkbox"/>	It is a repeated incident or experience or the involvement of a group
<input type="checkbox"/>	Involves an imbalance of power: <ul style="list-style-type: none"> <li>• target feels s/he cannot defend her/himself, or</li> <li>• perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)</li> </ul>

Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Incident was not bullying on this occasion because it was:

<input type="checkbox"/>	the first hurtful incident between these students:
<input type="checkbox"/>	teasing/banter between friends without intention to cause hurt, but did
<input type="checkbox"/>	falling out between friends after a quarrel, disagreement or misunderstanding
<input type="checkbox"/>	conflict that got out of hand
<input type="checkbox"/>	activities that all parties have consented to and enjoyed (check for coercion)

**Focus of bullying behaviour**

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>
Size/weight	<input type="checkbox"/>	<input type="checkbox"/>
Class/Socio-economic	<input type="checkbox"/>	<input type="checkbox"/>
Family circumstance (e.g. caring role)	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity/Race	<input type="checkbox"/>	<input type="checkbox"/>
Religion/Belief	<input type="checkbox"/>	<input type="checkbox"/>
Gender	<input type="checkbox"/>	<input type="checkbox"/>
Transphobia/Gender identity	<input type="checkbox"/>	<input type="checkbox"/>
Homophobia/sexuality	<input type="checkbox"/>	<input type="checkbox"/>
Sexualised	<input type="checkbox"/>	<input type="checkbox"/>
SEN and Disability	<input type="checkbox"/>	<input type="checkbox"/>
Ability/application	<input type="checkbox"/>	<input type="checkbox"/>

SLT Decision: (Completed by AED)

SLT staff member		Date	
Bullying substantiated:	<input type="checkbox"/>	YES	<input type="checkbox"/> NO



## Support provided for targeted child – Substantiated Cases - FORM 2

(Priority should be given to taking steps to ensure bullied children continue to attend)

Outline Support:	<input type="checkbox"/>	Separate on-site provision
	<input type="checkbox"/>	Regular contact with chosen member of staff
	<input type="checkbox"/>	Restorative process
	<input type="checkbox"/>	Empowerment education (Resilience training)
	<input type="checkbox"/>	Pastoral team support
	<input type="checkbox"/>	Formal counselling
	<input type="checkbox"/>	Parental meeting
	<input type="checkbox"/>	External referral

### Post-incident impact monitoring and further action

	Yes	No
Has the relationship been repaired?	<input type="checkbox"/>	<input type="checkbox"/>
Has achievement/ability to learn been affected?	<input type="checkbox"/>	<input type="checkbox"/>
Has there been a change in the pattern of attendance?	<input type="checkbox"/>	<input type="checkbox"/>
Any change in social issues?	<input type="checkbox"/>	<input type="checkbox"/>
Any change in mental or emotional state?	<input type="checkbox"/>	<input type="checkbox"/>
How was the partnership with the parents/carers?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe on journeys to and from school?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe while online?	<input type="checkbox"/>	<input type="checkbox"/>

Date of review:

Next steps:

### Support provided for child who bullied (Perpetrator) – FORM 2

We engage in restorative practices before sanctions are considered (if appropriate) against the student who showed bullying behaviour. 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 this is the case the child engaging in bullying may need additional support themselves.

Outline Support:	<input type="checkbox"/>	Separate on-site provision
	<input type="checkbox"/>	Regular contact with chosen member of staff
	<input type="checkbox"/>	Restorative process
	<input type="checkbox"/>	Empowerment education (Resilience training)
	<input type="checkbox"/>	Pastoral team support
	<input type="checkbox"/>	Formal counselling
	<input type="checkbox"/>	Parental meeting
	<input type="checkbox"/>	External referral

### Post-incident impact monitoring and further action

	Yes	No
Has the relationship been repaired?	<input type="checkbox"/>	<input type="checkbox"/>
Has achievement/ability to learn been affected?	<input type="checkbox"/>	<input type="checkbox"/>
Has there been a change in the pattern of attendance?	<input type="checkbox"/>	<input type="checkbox"/>
Any change in social issues?	<input type="checkbox"/>	<input type="checkbox"/>
Any change in mental or emotional state?	<input type="checkbox"/>	<input type="checkbox"/>
How was the partnership with the parents/carers?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe on journeys to and from school?	<input type="checkbox"/>	<input type="checkbox"/>
Does the student feel safe while online?	<input type="checkbox"/>	<input type="checkbox"/>

Date of review:
Next steps:

## **APPENDIX 4 – 10 KEY PRINCIPLES TO PREVENTING BULLYING**

Our school:

1. **listens** – all pupils and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.
2. **includes us all** – all pupils, including those with SEND, are included, valued and participate fully in all aspects of school life.
3. **respects** – all school staff are role models to others within the school in how they treat others.
4. **challenges** – all forms of discriminatory language – including disablist language – is challenged taken seriously
5. **celebrates difference** – difference is actively and visibly celebrated and welcome across the whole school.
6. **understands** – all school staff, pupils and parents and carers understand what bullying is and what it isn't.
7. **believes** – all pupils, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.
8. **reports bullying** – all pupils within the school and their parents and carers understand how to report incidents of bullying.
9. **takes action** – we respond quickly to all incidents of bullying. Pupils, including disabled pupils and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying
10. **has clear policies** – our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, pupils and their parents and carers.

**UNITED AGAINST BULLYING**



## **Supporting Organisations and Guidance**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

Childline: [www.childline.org.uk](http://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" March 2014:  
<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](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)

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)

Safeguarding Network: <https://safeguarding.network/content/safeguarding-resources/bullying/>

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)

### **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)

### **LGBTQ**

EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)

Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)

Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)

Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)



## **SEND**

Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)

Mencap: [www.mencap.org.uk](http://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](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)

Show Racism the Red Card: [www.srrc.org/educational](http://www.srrc.org/educational)