



LEARNING OPPORTUNITIES ANTI-BULLYING POLICY

Contents

Page Number

2. Introduction
3. Policy Objectives
Legislative Links
Links with other Key Policies
4. Definition of Bullying
Forms of Bullying
School Ethos
5. Roles & Responsibilities Involvement of Students
6. Involvement of Parents / Carers Bystanders
Classroom Management
7. Signs & Symptoms
8. Preventing Bullying
9. Reporting & Responding to Bullying
12. Supporting Students Supporting Adults
13. Monitoring & Review
Useful Links & Support Organisations

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

Date Created: July 1996

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Next Review Date: January 2023

INTRODUCTION

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents. It also considers the DfE statutory guidance “Keeping Children Safe in Education” and ‘Sexual violence and sexual harassment between children in schools and colleges’ guidance. The setting has also read Children's “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

Learning Opportunities is committed to providing a caring, friendly and safe environment for all students so they can learn in a relaxed and secure atmosphere where they feel safe. We believe that no student deserves to suffer the pain and indignity that bullying can cause, and recognise the negative impact bullying has on the educational experiences and wider development of students. We therefore provide an environment in which all students are able to prosper without feeling in any way intimidated by the behaviour of others.

Bullying of any kind is not tolerated at our school. If bullying does occur, all students know how to report it, and know that incidents will be dealt with promptly, consistently and effectively. We encourage anybody that knows bullying is happening to tell a member of staff, or to report it to school anonymously if they prefer.

Learning Opportunities recognise that students are bullied for a variety of reasons – and for no reason. It is among the top concerns that parents / carers have about their children’s safety and well-being, it is also a top concern of children and young people themselves.

Bullying makes the lives of its victims a misery: it undermines their confidence and self esteem and destroys their sense of security. We acknowledge that bullying (including cyberbullying) is listed as an indicator for emotional abuse, and that Peer-on-Peer abuse is likely to include bullying including cyberbullying, prejudice-based and discriminatory bullying.

Staff recognise that relationships amongst our student group can be very complicated, and that many have been victims of physical, sexual, and / or emotionally bullying. Research indicates that frequently the bullied becomes the bully!

Inappropriate relationships have the potential to be damaging to the emotional, physical and psychological health, and educational development of individuals. Bullying can be direct or indirect, and can take many forms – exclusion from the group can be as devastating for a student with a sensitive temperament, as a physical assault can be against another.

Discrimination at any level is unacceptable; staff will therefore challenge all forms of bullying including racial harassment and that related to sexual orientation.

High staffing levels ensure effective supervision of students; however, we recognise that it is impossible to prevent bullying by supervision alone. Emphasis is therefore also placed on creating an ethos in which bullying is unacceptable and openly discussed. Consistent support and encouragement ensures students feel confident that their concerns will be taken seriously, and will be dealt with in a calm and fair manner.

In acknowledgement of our legal duty to prevent bullying, our policy will identify procedures designed to bring to the attention of staff, students and parent / carers a clear system of effective response, monitoring and evaluation. Details of which will be well publicised throughout the school.

This policy is available via our school website for parents / carers and staff to view as needed. It is also accessible to all staff via the 'Policies' folder on the shared area of the school network. Students have access to our child-friendly policy, which is displayed in poster form throughout the school.

POLICY OBJECTIVES

This policy outlines what Learning Opportunities will do to prevent and tackle all forms of bullying, and has been adopted with the involvement of the whole school community.

This policy aims to ensure that all:

- Staff, students and parents / carers have an understanding of the definition of bullying, know the school policy on bullying and follow agreed procedures when bullying is reported.
- Parents / carers and prospective parents / carers are aware that the policy is available on our website – www.learningopps.org.
- Students know what to do when bullying occurs.
- Students and parents / carers are assured that they will be supported when bullying is reported.

LEGISLATIVE LINKS

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
- The Education (Independent School Standards) Regulations 2014 & DfE 2019 Guidance
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

LINKS WITH OTHER KEY SCHOOL POLICIES & PRACTICES

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

- Positive Behaviour policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality policy
- Equal Opportunities
- Online Safety and Acceptable Use Policies (AUPs)
- Curriculum Policies such as PSHCE and Computing

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 take many forms and can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- It can be aimed at certain groups, for example because of race, religion, gender or sexual orientation
- Bullying can be a form of peer on peer abuse and can be emotionally abusive. It can cause severe and adverse effects on children’s emotional development.

FORMS OF BULLYING COVERED BY THIS POLICY

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology (cyberbullying), including sexualised online bullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobic bullying)
 - Gender based bullying, including transphobic bullying
 - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

SCHOOL ETHOS

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

We recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.

However hard we try, it is inevitable that conflicts / bullying will sometimes occur. This behaviour is never desirable and will always be taken seriously. We believe that it is more appropriate to help students understand the impact of their behaviour, and to consider different ways to behave, rather than the immediate default being to punish them.

ROLES & RESPONSIBILITIES

Under the Independent School Standards Regulations 2014 the Proprietor of an Independent School is required to ensure that an effective anti-bullying strategy is drawn up and implemented. In addition, the Proprietor will take a lead role in monitoring and reviewing this policy.

It is the responsibility of:

- The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility – within Learning Opportunities the Head Teacher maintains overall responsibility.
- All staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Students to abide by the policy.

INVOLVEMENT OF STUDENTS

We will:

- Involve students in policy writing and decision making at an appropriate level, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- Regularly canvas students' views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns and in embedding messages in the wider school curriculum.
- Utilise 'student voice' in providing student led education and support as appropriate.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

INVOLVEMENT WITH PARENTS & CARERS

We recognise that the success of Learning Opportunities Anti-Bullying Policy depends on the development of a whole school approach to positive and productive partnerships between parents/carers and students. This is based on a framework of honesty, openness and trust.

Any reports of bullying received from parents / carers will be forwarded to the Head Teacher or in their absence, the Deputy Head Teacher, who will:

- Ask for details and record information
- Follow-up with staff to ensure appropriate action has been taken and that Learning Opportunities anti-bullying policy has been implemented
- Arrange a mutually convenient date to meet with parents / carer to explain actions and to find out if the bullying has stopped.

Learning Opportunities recognise that it is more effective to involve parents / carers constructively at an early stage rather than as a last resort. The parents / carers of the alleged bully will be invited to a meeting to discuss behaviour using a problem-solving approach.

We will:

- Take steps to involve parents and carers in developing 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, including via the school website.
- 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 / carers work with the school to role model positive behaviour for students, 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.

BYSTANDERS

A bystander is “a person who does not become actively involved in a situation where someone else requires help” and in this way is understood to be a passive observer, an onlooker who watches something happening, but stays on the side-lines and doesn’t intervene or get help, even if someone needs it. At Learning Opportunities, we encourage all students not to be bystanders, and teach that they all have a responsibility to report bullying, or other unkind behaviour, if they see it. They also have a responsibility not to get involved in the bullying behaviour and to stand up to the perpetrators.

CLASSROOM MANAGEMENT

Staff are aware that bullying may be subtle, and that the effect can be as serious as an overt physical assault.

Staff have a responsibility to:

- Develop positive relationships with students
- Maintain an ethos in which students accept / recognise that bullying is unacceptable

- Help students acquire the knowledge, skills and values that contribute to the development of non-bullying behaviour#

Students are encouraged to:

- Tell a member of staff what is happening
- Allow the bullied student to join in with activities, in order that no student is deliberately left out
- Tell the perpetrator to stop what they are doing and to show that they disapprove of their actions, e.g. by not smiling or laughing when someone is being bullied.

Use of the Curriculum

Learning Opportunities provides a broad, balanced and flexible curriculum, which promotes spiritual, moral, cultural, emotional and physical development. Within this framework, staff raise awareness of the nature of bullying. Attention is drawn to the school's anti-bullying policy by challenging attitudes, in an attempt to develop increased understanding of the affect of bullying behaviour, and to promote a clearer understanding of how students can constructively manage their relationships with others.

Through the curriculum students will explore issues such as:

- What is bullying?
- What causes people to bully each other?
- How does it feel to be bullied or to bully?
- What are the effects of bullying behaviour on bullied students, on students who bully others: on bystanders?
- What would our school / society be like if bullying behaviour was acceptable?
- Why should we try not to bully each other?
- What can we do to stop bullying?
- What moral dilemmas do we face when we are confronted with bullying behaviour?

SIGNS & SYMPTOMS

It's important that members of staff, and parents and carers are aware of signs that **might suggest** a student is being bullied. Such signs could include:

- Changes to a daily routine, including difficulty in sleeping and waking in the night, or loss of appetite
- An unwillingness to go to school, illness in the morning or truanting
- Withdrawal from others, anxiety, or lacking in confidence
- Changes to attitude to school work
- Possessions which are damaged or "go missing"
- The need for money, or concerns about having sufficient money, as well as unexplained losses of money
- Unexplained cuts bruises, or changes to appearance
- Out of character aggressive, disruptive or unreasonable responses
- Being frightened or unwilling to say what is wrong
- Increased concern over use of a mobile phone or social media

- Attempts or threats of suicide or running away

These signs and behaviours could indicate several problems, but bullying should be considered a possibility and should be investigated where it is believed to be necessary.

If a student is struggling to come to school or has not been attending for any reason, a home visit from the DSL may be arranged.

PREVENTING BULLYING

Learning Opportunities acknowledge that efficient and effective organisation is the key factor in reducing bullying and potential conflict. Staff have a corporate responsibility for initiating and participating in break time activities, and for ensuring the whereabouts of all students at all times. This includes:

- Effective supervision at all times, with staff moving around the grounds, talking with students and anticipating potential difficulties
- Suspected problems being addressed quietly and promptly – details to be forwarded to the Head Teacher, or in their absence a member of the SLT.

We work in a proactive way to teach students the essential social and emotional skills they need to make happy and effective relationships. To fulfil our aim of providing a friendly and safe environment for all students, the following strategies are used:

- **Restorative approaches:** All staff have received training to ensure a consistent, positive and mediatory approach is used to deal with issues between students in the school;
- **Raising awareness of bullying:** We will use various curriculum opportunities, assemblies, workshops and Tutor Time to help students. Bullying is openly discussed regularly. Students are encouraged to think about our school values through assemblies and class discussions, which are regularly linked to bullying;
- **PSHE programme:** Students are informed of their right to be and feel safe
- **Regular e-safety updates:** These are communicated to parents / carers in the newsletter, on our website and through the Digital Parenting Magazine;
- **Online-safety:** Students learn about this in computing and PSHE lessons and their understanding is reinforced throughout the school;
- **External online-safety training** for staff
- Positive, active play is encouraged at break times through effective deployment of staff,
- Child-friendly anti-bullying poster with input from the school council displayed throughout the school
- Celebrating success through weekly “Wonderwall”
- Class and whole school positive behaviour policy
- Open door policy

Learning Opportunities policy is that play fighting is not acceptable.

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 students (peer on peer abuse).
- Recognise the potential for students with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference
- Challenge practice and language (including ‘banter’) which does not uphold the school 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 students.
- Celebrate success and achievements to promote and build a positive school ethos.

REPORTING & RESPONDING TO BULLYING

Each incident is dealt with individually and will take into consideration whether the perpetrator has been involved in any previous incidents of a similar nature.

- We will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our students 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.
- We will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them and/or parents / carers in any decision-making, as appropriate. We recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- The Head Teacher/ designated safeguarding lead or another member of the SLT will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- We will speak with and inform other staff members on a need to know basis.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Consequences and support for individuals will be implemented, in consultation with all parties concerned.
- An attempt will be made to help the bully (bullies) change their behaviour. This will include using a restorative approach to repair any harm and allow the perpetrator to accept responsibility.

- Where bullying is of a sexual nature, we will follow the school's child protection procedures
- 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. If required the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Positive 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 using 'My Concern'.
- Any reported bullying or harassment of staff will be dealt with through this policy and Learning Opportunities Harassment procedures as appropriate.
- Deal promptly with grievances regarding the school response to bullying in line with our complaints policy.

Specific forms of bullying:

Sexualised online bullying

Learning Opportunities recognises that sexualised online bullying is classified as a form of sexual harassment.

When responding to cyberbullying concerns, the school will:

- Reassure all victims that they are being taken seriously and that they will be supported and kept safe.
- Ensure that victims are never given the impression that they are creating a problem by reporting sexual violence or sexual harassment.
- Support the victim to realise that they have done the right thing in making a report – they will never be made to feel ashamed.

If staff have a concern about a student or a student makes a report to them, they will follow the referral process as set out in our safeguarding / child protection policy. As is always the case, if staff are in any doubt as to what to do they should speak to a designated safeguarding lead.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include: looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:

- contacting 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 students' electronic devices, such as mobile phones, in accordance with the law and the DfE searching and confiscation guidance.
- Requesting the deletion of content posted online if they contravene school behavioural policies.
- Ensure that consequences 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 students 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.

Homophobic Bullying

Homophobic bullying is that which is motivated by a prejudice against lesbian, gay or bisexual people.

Homophobic bullying can be experienced by anyone, regardless of their sexual orientation.

In addition to following Anti-bullying procedures, we will also promote the following:

- Prevention is the first step in our strategy to remove homophobic bullying, therefore the use of PSHCE lessons plays a crucial role in this aspect of our strategy.
- We will ensure that students are aware that homophobic language will not be tolerated in school
- All incidents of homophobic language will be dealt with appropriately, ensuring that students are aware of the effects such language has on people.
- If a student makes persistent remarks their parents / carers will be contacted immediately. In the event of the problem continuing, the parents / carers will be invited into school to discuss the issue in more detail and to consider possible consequences.

Racist Bullying (Bullying around Race, Religion and Culture)

The term Racist Bullying refers to a range of hurtful behaviours, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

In addition to following our Anti-Bullying Procedures we will also ensure:

- that prevention is the first step in our strategy to remove racist bullying. The use of PSHCE lessons plays a crucial role in this aspect of our strategy, providing information in order for students to fully understand the consequences of such language and behaviour.
- That students are aware that racist bullying will not be tolerated in school, and the effects such language has on people
- All incidents of racist bullying will be recorded and dealt with appropriately.
- If a student makes persistent remarks parents / carers will be contacted immediately and if necessary invited into school to discuss the incident.

The school may deem it necessary to contact the police depending on the severity of the situation.

The school is duty bound to record all racist incidents. We will do this using our electronic recording system 'My Concern'.

SUPPORTING STUDENTS

Students who have been bullied will be supported by:

- being heard
- Reassuring the student 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 Children & Young People's Mental Health Services (CYPMHS).

Students 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 the school's Positive Behaviour Management policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Children & Young People's Mental Health Services (CYPMHS) as appropriate.

SUPPORTING ADULTS

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

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

- Offering an immediate opportunity to discuss the concern with the headteacher, designated safeguarding lead or another member of the SLT.

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

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

- Discussing what happened with 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.

MONITORING & REVIEW - putting policy into practice

- We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Incidents and patterns of behaviour are tracked through our safeguarding tracking system. The analysis is used to impact practice and policy.
- Any issues identified will be incorporated into the school's action planning.
- The headteacher will be informed of bullying concerns, and report to the Proprietor on a regular basis on incidents of bullying, including outcomes.

USEFUL LINKS & SUPPORT ORGANISATIONS

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: 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

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
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- 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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk

- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
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
- 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

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying