

# Chapelford Village Primary School



## Anti-Bullying Policy

Version	Date	Action
1	September 2012	New Policy
2	Autumn 2015	Updated Policy
3	Summer 2018	Reviewed policy
4	Summer 2019	Consultation with pupils and parents
5	Autumn 2019	Adopted by Governing Body
6	Autumn 2021	Policy Reviewed in line with KCSIE 2021 updates Child Friendly Policy Added
7	Autumn 2023	Policy Reviewed in line with KCSIE 2023 updates
8	Spring 2024	Policy Reviewed in line with KCSIE 2023 updates Reviewed policy – removed appendices and added electronic recording on CPOMS

***This policy describes Chapelford Village Primary School's interpretation of bullying behaviour and sets out the expectations we have of our children and the methods we use to modify behaviour if children are considered to be a bully. The vast majority of the children at our school conduct themselves exceptionally well and are well mannered and well behaved. Occasionally there are times when some children's behaviour can be described as bullying. Our aim is to always reward good, positive behaviour and to show zero tolerance of bullying as is defined in this policy. We stress however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.***

## **Rationale**

The aim of this anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. As a school endeavouring to foster values, a focus on the quality of relationships is at the heart of the school's ethos of Learn, Achieve and Respect. Chapelford Village Primary School therefore, has a zero-tolerance attitude to genuine bullying incidents. We acknowledge at all times that it is behaviour of the perpetrator that is unwanted and never the child that meets with our disapproval. All incidents will be dealt with on an individual needs basis.

Because bullying happens in all societies, at all levels, it is vital that we make our children knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form.

Bullying is often in the news and is a form of real anxiety for many parents and carers. It is therefore important that we inform families fully about our approach to dealing with bullying, so that parents and carers are able to distinguish between what is bullying and what is not. Children in our school are encouraged to understand and recognise the signs of bullying and to always tell someone. **We are a 'telling' school.**

A child's version of this policy is shared with the children and is available and displayed across the school.

The school has a legal duty of care towards pupils and must determine measures with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils. These measures must be published in writing to all parents, pupils and staff at least once per year.

In autumn term 2018 the children across the school, as part of Anti Bullying Week, developed a Chapelford Village Primary School Pledge. This was promoted and shared throughout the school and local community. This continues to be reviewed and celebrated annually as part of anti-bullying activities and specifically within anti-bullying week.

## Chapelford Village Primary School Bullying Pledge



At Chapelford Village Primary we believe that everybody has the right to live in a community where they feel safe, included, valued and accepted regardless of their differences. We have a zero-tolerance policy for bullying. We don't suffer in silence we always tell somebody.

We are kind to everyone and we respect and love each other's differences. We appreciate diversity. We stand up against bullying wherever and whenever we see it.

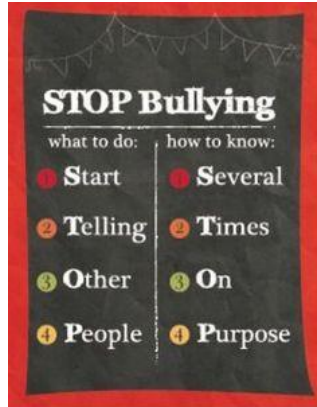
Hate crime isn't accepted and we understand the importance of tackling this within our community.

### Aims:

Chapelford Village Primary School aims to address and challenge all types of bullying behaviour in all forms and to encourage respectful behaviour at all times.

We aim for all of the staff employed at Chapelford Village Primary School to recognize and respond to Bullying whenever it is encountered. As a school we show zero tolerance to Bullying when it is identified always taking into full account the varying needs of pupils across the school.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school using the acronym **STOP – Start Telling Other People**. This means that *anyone* who knows that bullying is happening is expected to tell the staff.



- Co-operation and care for others is fostered; and the school aims to provide a caring, friendly and safe environment in which all pupils and staff can thrive.
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Show commitment to overcoming bullying by practising zero tolerance.
- Identify and deal with incidents of bullying consistently and effectively.

## **The Objectives of this Policy**

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **In gaining an understanding of bullying staff attention is drawn to the following information:**

Bullying behaviour is often very subtle and when a group of pupils have established a bullying relationship with another pupil or group of pupils, they may only have to look threateningly to reinforce their fearfulness.

Research, shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary schools, three-quarters of all pupils who are bullied are bullied during break or lunchtimes. The small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

Children with special educational needs are much more likely to be bullied than are other pupils. This is especially so for pupils with moderate or mild learning difficulties.

**It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.**

### **Definition of bullying**

Bullying can take many forms and could 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 inappropriate and harmful behaviours expressed via digital services (cyberbullying) such as sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps and sending offensive or degrading images by mobile phone or via the internet.

Bullying 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.

**The staff and governors at Chapelford Village Primary school accept the definition of bullying as:**

Physical	Pushing, kicking, hitting, pinching and other forms of violence or threats.
Verbal	Name-calling, sarcasm, spreading rumours, persistent teasing.
Emotional	Excluding, tormenting, ridicule, humiliation, taking, hiding or damaging other people's property.
Racist	Racial taunts, graffiti, gestures.
Sexual	Unwanted physical contact or abusive comments.
Homophobic	Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology such as calling people 'gay' as a malicious or negative name calling.
Transphobic	Bullying on the basis of gender identify. This includes failing to accept that a child identifies with a gender other than that with which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the school.
Bi-phobic	Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase.

Bullying is when these behaviours above are repeatedly inflicted upon a child. We use the acronym STOP (Several Times on Purpose) to help identify bullying behaviour.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying 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.

Where bullying 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 or anti-social behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

## **Why is it Important to Respond to Bullying?**

Bullying can seriously disrupt an individual's personal, social and educational progress and achievement. Bullying hurts and no one deserves to be a victim of bullying. Everybody has the right to be treated with respect and children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health; therefore, schools and parents have a responsibility to respond promptly and effectively to issues of bullying. Children should also be encouraged to report incidents of bullying.

Particularly vulnerable to bullying are those who have physical or learning disabilities, young people who experience abuse or neglect, gay and lesbian young people, children / young people from minority ethnic communities and Looked After Children. Others perceived to be different may also be picked on for instance, in terms of their size or shape or because they wear glasses. Some children are bullied for no apparent reason and may be bullied by former friends.

Sometimes the pupil who bullies at school may be bullied in another context (Ref: Disability Discrimination Act 2005).

More Guidance on Bullying can be found in **Appendix 1**

## **The Effects of Bullying**

Staff should carefully monitor the symptoms of bullying outlined below. If they think behaviour is related in any way to bullying discuss the issue with a member of the Senior Management Team.

Staff must be aware that if bullying is left unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal; this must not be allowed to happen at Chapelford Village Primary School.

### **Bullying can affect pupils in a number of ways:**

They may complain that their possessions are being stolen. When pupils are bullied their lives are made miserable. They may suffer injury; they may be unhappy about coming to school. Over time they may lose self-confidence and self-esteem, they may blame themselves for inviting bullying behaviour. Bullying can affect the pupil's concentration and learning. Some pupils experience stress-related illness; stomach aches, headaches, nightmares or anxiety attacks.

There are a variety of different theories on how we should tackle reported incidents of bullying. The particular ones we have chosen are a combination of circle time, peer group programmes and 'telling schools'.

## **Action to Prevent and Deal with Incidents of Bullying**

We hope to prevent incidents of bullying by educating children about the issues surrounding bullying. We aim to do this through the PSHE curriculum, anti-bullying assemblies, National anti-bullying theme week, bullying surveys, a child friendly version of

the anti-bullying policy (see appendix 9) and through the development of the Kidsafe curriculum and Toot Toot.

### **Staff should always listen to children and act upon any statements or complaints they make**

We encourage children to report incidents either to their teachers or other support staff. Every reported incident will be treated seriously and investigated accordingly. We also encourage the children to tell their parents who in turn can tell us about it.

### **Prevention**

To fulfil our aims, the following strategies are used:

- A structured programme to raise self-esteem in pupils i.e. Social and Emotional Aspects of Learning (SEAL) programme, PSHE lessons and Circle Time; RE topics; Behaviour Policy; Values Curriculum, Kidsafe Curriculum and Toot Toot – Make a Noise
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained – School Safety Officer
- Rigorous monitoring and tracking of behaviour/ conflict/ bullying incidents – Behaviour logs and Cpoms
- Regular staff training
- Involvement of all school staff to ensure a consistent approach is in evidence;
- An open-door policy in the school;
- Encouraging pupils and parents to report bullying;
- Raising awareness of bullying through anti-bullying weeks and PSHE lessons and assemblies;
- Establishment of peer support systems

### **Procedures**

It is recognised that incidents of bullying occur in all schools. Therefore, at Chapelford Village Primary School, it is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies with the class teacher.

The class teacher is responsible for recording and tracking all incidents relating to negative behaviours among the children in their care, for taking appropriate action to address issues and ensuring that concerns regarding persistent and ongoing behaviours are reported to the Deputy Headteacher or Headteacher.

All other staff, who become aware of or deal with issues have a responsibility to report incidents to the class teacher of the child(ren) concerned.

The headteacher will be responsible for embedding anti-bullying awareness in the policies and practices of the school and will support staff with issues that are prolonged or have become difficult to manage.

The Governors are responsible for ensuring that the Anti-bullying policy is reviewed annually and that the duties entailed are discharged effectively.

The Multi Academy Trust monitor bullying incidents in schools and the school has a duty to report termly on incidents that have occurred in school.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has responsibility for the age group of the child. This will be reported to the DHT or HT.
- Staff member investigates alleged bullying by consulting the victim(s). **Appendix 2** provides a checklist for investigating an incident.
- Staff member will report incident and how it has been dealt with to the class teacher concerned.
- MDAs to report to staff at the end of lunch using log book or verbal reporting as appropriate.
- The member of staff and the class teacher should reach agreement as to whether this incident constitutes bullying or should be addressed as an incident of poor behaviour.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated and reported to the DHT or Headteacher.
- If the incident is deemed to be bullying, the class teacher will speak to the pupils involved, including witnesses and bystanders, and proceed accordingly. Record of the investigation to be reported on CPOMS.
- The AHT for the phase will be informed and the deputy and headteacher will be informed by the AHT. Such incidents and actions should be raised by the class teacher at the next staff meeting under 'Individual Pupil Concerns'.
- If the incident is deemed or suspected to be bullying, communication with all relevant parents is required
- Class teachers should record each incident on the on CPOMS and update regularly with updated actions, parent meeting notes and monitoring. This serves to provide an overview of incidents, types and frequency of bullying incidents for the purposes of internal monitoring and reporting to the Local Authority.
- Parents will be informed that their child has been subject to bullying, parents of the perpetrator(s) will also be contacted via telephone or letter and asked to meet with the AHT initially and then the deputy or headteacher if necessary to discuss the incident.
- Sanctions will be used as appropriate, in consultation with all parties concerned and in accordance with the school's discipline/behaviour policy.

### **Support**

Giving children and young people the confidence to tell.

It is assumed that parents, who choose to send their child to Chapelford Village Primary School, will support and co-operate fully with staff in maintaining high standards of work and behaviour. We actively discourage parents from dealing with reported incidents of bullying themselves.



It is imperative that children and young people have the confidence to tell adults about bullying behaviours they witness or experience, if bullying in our school is to be eradicated. Very early on, even in Pre-school, children can learn that telling an adult that they are being teased / bullied may rebound on them and this may lead them to feel vulnerable.

All staff should encourage young people to report bullying cases and should be mindful that the rates of telling will not increase unless the children believe that they will be supported.

Establishing that trust can be made easier by:

- listening to young people
- consulting with young people
- publicising procedures for dealing with bullying
- responding to all incidents of bullying in a consistent manner
- research also shows that young people who feel they could exercise some control over their situation felt more competent and effective.

### **Support for the Victim**

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long-term effects.

After a period of time, staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Give assurance that you are taking this seriously
- Remaining empathic and show your trust
- Offering continuous support through the allocation of a learning mentor
- Restoring self-esteem and confidence
- Help the young person plan a response that is positive and realistic
- Developing a child's ability to be assertive and take control of situations where they feel vulnerable
- Signpost the person to other sources of help or guidance
- Should anyone talk about or threaten suicide or running away, alert the headteacher as professional help may need to be sought.

The school has dedicated staff who act as mentors for more vulnerable pupils across the school. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

### **Perpetrator(s)**

Anyone who bullies should be made aware of the effect of their actions. It should

be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that often young people who bully need help and support and that we have a duty to ensure that they receive it. Understanding why they have engaged in bullying behaviour and knowing how to respond differently, in similar situations, will reduce the risk of repeated behaviour.

Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Establishing the support of parents/ guardians in actions taken to address issues and effect modifications in behaviour
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Restorative justice
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the behaviour management specialists

### **Peer support schemes**

Establishing peer support provides a safe opportunity for young people to share concerns and explore their own solutions to a range of difficulties. In order to be effective, there must be adult involvement.

At Chapelford Village we use:

- Peer education - sharing knowledge and skills in a formal setting e.g. during Circle Time and PSHE lessons; Toot Toot and Kidsafe
- Peer mentoring - a supportive, organised relationship between children or young people e.g. Playground
- Learning mentors – adult support for all parties to assure and address any concerns
- Planned restorative justice that is facilitated by a staff member in agreement with all parties

### **Additional Staff Responsibilities**

All staff will be kept abreast of current thinking with regard to anti-bullying and if required, support will be given to implement this policy. All staff will be made aware of the implications of the school policies on bullying and racism.

Key staff will be offered training on tackling bullying throughout the year or through professional development courses. In-house training on tackling bullying and school policy will be given as part of the induction process for new staff.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. Review will be reported to the designated Governor for Safeguarding. The revised policy will be promoted and implemented throughout the school.

## **Appendix 1:**

### Bullying: Signs and Symptoms

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm, suicide or runs away
- cries themselves to sleep at night or has nightmares/bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or go “missing”
- asks for money or starts stealing money (to pay the bully)
- has dinner or other monies continually ‘lost’
- has unexplained cuts or bruises
- comes home very hungry (money/ lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- becomes unreasonable when dealing with school issues
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone

Transition can precipitate problems which, without early intervention, can lead to disaffection or vulnerability. For example, transition between:

- home and Early Years
- Early Years and infants
- infant and junior school
- primary and secondary school
- home and school after a long absence, for example, due to illness or living abroad

- returning to school after a period of exclusion
- those entering school outside the normal year of entry, especially those who have attended a large number of schools or who may not yet be able to speak English, may also experience heightened levels of bullying.

### Reasons why children and young people don't report bullying

- They believe parents, teachers or leaders cannot do anything about it
- They believe parents don't understand about school life
- Peers expect you to stand up for yourself and to be able to cope
- Telling adults only makes it harder
- You feel ashamed of being unpopular
- You feel you must deserve it
- You are too frightened to tell
- You just have to put up with it, it's part of Life

### factors which may encourage children to bully

Bullying behaviour amongst children and young people can be a result of individual characteristics, home experiences and school life. Factors that may predispose young people to become bullies include:

- Home - little social status available – little verbal interaction, high physical / verbal aggressions
- Individual is charismatic and / or dominant within the peer group
- Limited interpersonal skills
- Likely to have been a victim of bullying in the past
- May have a high degree of stress in their own lives
- No effective 'Whole School' approach to self-review
- Other No clear rules / boundaries / interventions
- No school anti-bullying policy
- Models of teachers / other adults bullying – covert support for bullying
- Opportunities to bully – breaks, lunch, waiting for a teacher or supervisor, in a changing room
- Geography of the building – hidden corners, unsupervised areas
- Poor communication with parents

### Factors which may make a child or young person more likely to be bullied include:

#### Home:

- Possibly overprotective – not allowing independence – non-assertive models
- Lack of awareness about growing up
- Lack of "street cred" – appearance / social life that is 'different'
- Too frightened to tell, scared of repercussions / escalation
- Individual minor disabilities
- Clumsiness

- Physical features / colour of skin / colour of hair / dress /speech / height / weight
- Unassertiveness
- Sensitivity – highly sensitive or apparently insensitive
- Few friends, difficulty in forming relationships
- Low self-esteem – few attributes esteemed by peer group

#### School

- No acknowledgement of difficulty
- Other e.g. little or no security
- Establishment - No effective policy in place, weak pastoral system, nature of school or other culture within school
- No or poor communication with parents

#### Other

- Anything that marks a child out as being different e.g. religious conviction, culture

#### **The behaviour of bystanders**

Young people may fail to help someone who is being bullied for a variety of reasons. Research suggests that this is not apathy, rather a feeling of not knowing what to do as well as having fears that they, themselves, will be teased or bullied. Children and young people may also be apprehensive that they will not receive the support of peers and teachers. Schools and other settings would benefit by making explicit the vital role of bystanders in helping to eliminate bullying.

## **Appendix 2: Checklist for investigating an incident**

This guidance can be used by e.g. MDAs and support staff when investigating an incident prior to reporting to class teachers. It details the information you would need to ascertain in order to be able to feedback to class teachers effectively.

Speak to individuals involved separately, in the first instance. You may feel that a conference approach between children is required at a later stage.

Talk slowly and don't insist on information; show concern; start a general conversation and be prepared for expressions of guilt, shame, anger, fear and other emotions and encourage the person to explore their feelings. Be aware of any hints or red herrings.

- Who was involved – is there or are there apparent victims?
- If so who is it/are they?
- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- A 'first offence' of e.g. name calling or abusive language should be challenged, the nature of the unacceptable behaviour explained and the school policy on such matters outlined. The pupil should be told that any further occurrences will be logged against them as a bullying incident.

## 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/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)
- 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.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Just Like Us UK: <https://www.justlikeus.org/>
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.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.srtc.org/educational](http://www.srtc.org/educational)

