



## Anti-Bullying Policy

Review Frequency	Annually
Most Recent Review	Spring 2026
Next Review Due	Spring 2027
Head Teacher	<i>L Wright</i> Ms. Leah Wright
Governor	

## Anti-Bullying Policy

"This policy is based on DfE guidance '[Preventing and Tackling Bullying](#)' (July 2017) and supporting documents. It also takes account of the DfE statutory guidance '[Keeping children safe in education 2025](#)' (KCSIE) 2025 and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (2021). The setting has also read Childnet's '[Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#)'.

This policy will be reviewed annually to ensure it reflects the most current version of KCSIE and other relevant statutory guidance."

### Policy objectives:

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

### Links with other school policies and practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child protection policy
- Confidentiality policy
- Online Safety and Acceptable Use Policies (AUP)
- Curriculum policies, such as: PSHE, citizenship and computing
- Anti-Racist Policy

### Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

### Responsibilities

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 the senior leadership team understand that they have been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.

- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

### **Definition of bullying**

- Bullying can be defined as *“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) The Dianna Award defines bully as, *“Repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.”*
- Bullying 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. The 3 main types are verbal, indirect and physical forms of bullying.
- 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.
- Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

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

Bullying can happen to anyone. This policy covers all types and forms 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, sexual violence and sexual harassment
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and 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)

### **Sexual bullying, sexual violence and sexual harassment (new section)**

John Perryn Primary School makes clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Any report of sexual violence or sexual harassment will be taken seriously. Relationships Education, Relationships and Sex Education and Health Education

Sexual bullying can include:

- Unwanted physical contact
- Sexually abusive comments or jokes
- Sharing or threatening to share sexual images
- Upskirting

Initiation or hazing activities with a sexual element

Staff are aware that statistically it is more likely that females will be the victims of sexual violence and sexual harassment than males, and that it is more likely that it will be perpetrated by males. However, males can also be the victims of sexual violence and it can also happen in same-sex relationships. It is essential that assumptions are not made about the behaviour of boys and young men and that they are not made to feel that this behaviour is an inevitable part of being male; most young men are respectful of young women and each other. Relationships Education, Relationships and Sex Education and Health Education

We will ensure that all pupils understand healthy relationships, acceptable behaviour and the right of everyone to equal treatment through our PSHE and Relationships Education curriculum.

Staff will refer to the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' when responding to any incidents or concerns.

### **Signs and Symptoms**

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

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

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. This list is not an exhaustive one.

### **School ethos**

- John Perryn Primary school community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

- By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

### **Our Community:**

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises 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.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations, when appropriate.

### **Responding to bullying**

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

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The head-teacher/Designated Safeguarding Lead (DSL) or another member of the senior leadership team will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- 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.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils 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 behaviour policy.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

### **Recording and Reporting Bullying Incidents (New section)**

John Perryn Primary School will report bullying incidents to the relevant agency if:

- We think the incident constitutes a child protection concern – this would be where there's "reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm"
- The incident could be a criminal offence or pose a serious threat to a member of the public

This applies to bullying incidents on or off the school premises.

We will make sure the designated safeguarding lead (DSL) is informed of all bullying incidents where there are safeguarding concerns, but will not delay taking action if the DSL is not available.

### **Recording procedures:**

KCSIE recognises bullying as a form of child-on-child abuse. This is a safeguarding issue, and all safeguarding concerns about a child will be recorded in writing.

- If we think an incident is a child protection concern, as defined above, we will follow our safeguarding recording procedures to record it, as well as report it to the relevant agency
- All bullying incidents will be recorded using Edaware
- Records will include: date, time, location, pupils involved, nature of the incident, action taken, and follow-up
- We will maintain records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents via Edaware.
- Staff who are unsure what they should record or how should discuss recording requirements with the DSL or deputy DSL

### **Monitoring and evaluation:**

We will monitor and analyse bullying data termly to:

- Identify patterns and trends
- Evaluate the effectiveness of our anti-bullying strategies
- Inform future prevention work
- Report to governors on incidents and outcomes

The headteacher will report termly to governors on:

- The number and types of bullying incidents
- Actions taken
- Patterns or trends identified
- The effectiveness of our anti-bullying work

### **It is the responsibility of the designated safeguarding lead (DSL) to:**

- Be informed of all bullying issues where there are safeguarding concerns
- Ensure appropriate recording of safeguarding-related bullying incidents
- Understand the school's filtering and monitoring systems
- Provide guidance to staff on when bullying becomes a safeguarding concern
- Work with external agencies where appropriate
- Monitor patterns and trends in bullying incidents

## **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:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law, the DfE 'Searching, screening and confiscation at school' guidance and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

### **Emerging online threats (new section)**

We recognise that cyberbullying continues to evolve with technology. Staff and pupils should be aware of emerging threats including:

- AI-generated content and deepfakes (manipulated images, videos or audio)
- Bullying through gaming platforms and virtual worlds
- Anonymous messaging apps
- Live-streaming platforms

We will regularly update our online safety education to address new and emerging threats, and ensure our filtering and monitoring systems are effective. Our DSL is responsible for understanding the filtering and monitoring systems we have in place and the kinds of websites students are visiting.

Parents/carers will be kept informed of emerging online risks through newsletters, workshops and our school website.

## **Supporting pupils**

Pupils, who have been bullied, will be supported by:

- Reassuring the pupil and providing continuous pastoral 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 the Children and Young People's Mental Health Service (CYPMHS).

Pupils, who have perpetrated 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.
- Providing learning opportunities so that the perpetrator(s) is able to understand and examine their actions and the impact that they have.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, removal of privileges (including online access when encountering cyberbullying concerns), and suspension 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 the Children and Young People's Mental Health Service (CYPMHS).

## **Mental Health and Wellbeing (new section)**

We recognise that bullying can have a significant impact on pupils' mental health and wellbeing. We also understand that pupils experiencing mental health difficulties may be more vulnerable to bullying.

### **Staff awareness:**

Staff should be aware that discussions about bullying may lead pupils to raise topics including self-harm and suicide. When teaching anti-bullying content or responding to incidents, staff will:

- Avoid giving instructions or methods of self-harm or suicide
- Avoid using emotive language, videos or images that could be harmful
- Focus on preventative rather than instructive content
- Be alert to signs that a pupil may be at risk

### **Safeguarding procedures:**

If staff have concerns about a specific pupil in relation to self-harm or suicidal ideation or attempts, they must follow our safeguarding procedures immediately and inform the DSL.

### **Support available:**

Pupils affected by bullying will have access to:

- Pastoral support from trained staff
- Our school counsellor [if applicable]
- Referrals to external mental health services where appropriate (CYPMHS)
- Peer support programmes [if applicable]

We will work with parents/carers to ensure a joined-up approach to supporting pupils' mental health and wellbeing.

### **Supporting adults**

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults, who have been bullied or affected, will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the head-teacher 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.

### **Prevention**

We will use different methods for helping children to prevent bullying. As and when appropriate, these may include:

- Classes writing a classroom agreement in line with 'The John Perryn Way'
- Learning about how to stop bullying in different contexts and lessons such as PSHE
- Reading stories about bullying or having them read to a class or assembly
- Class charter
- Through circle time discussing bullying issues linked to the articles of 'Rights and Respecting' Schools.
- Working in conjunction with the wider school community through our Race and Diversity work.
- Using 'The Space' as a safe and secure outlet where bullying can be reported.

## **Preventing bullying**

### **Environment**

- The whole school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
  - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as 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 kindness, tolerance, non-discrimination and respect towards others.
  - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
  - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
  - Actively create 'safe spaces' for vulnerable children and young people.
  - Celebrate success and achievements to promote and build a positive school ethos.
  - Classes writing a class agreement in line with 'The John Perryn Way'
  - The signing of the home school agreement.
  - Individual pupils signing a behaviour contract
  - Writing stories or poems or drawing pictures about bullying
  - Reading stories about bullying or having them read to a class or assembly
  - Class charter
  - Through circle time discussing bullying issues linked to the articles of 'Rights and Respecting' Schools
  - Begin to embed good practice introduced by 'Race Equality' work as well as 'Sanctuary School' work

### **Supporting pupils with SEND (new section)**

John Perryn Primary School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We recognise that anti-bullying work can be particularly important for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Relationships Education, Relationships and Sex Education and Health Education

We will:

- Provide high quality teaching that is differentiated and personalised to ensure accessibility for all pupils
- Tailor content and teaching to meet the specific needs of pupils at different developmental stages where needed
- Ensure our teaching is sensitive, age-appropriate and developmentally appropriate
- Provide additional pastoral support for vulnerable pupils
- Work closely with parents/carers and any external agencies supporting the child
- Monitor incidents involving pupils with SEND to identify any patterns
- Ensure pupils with SEND know how to report concerns in ways that are accessible to them
- Consider the 'preparing for adulthood' outcomes when teaching anti-bullying content to pupils with SEND

Staff will receive training on recognising and responding to bullying involving pupils with SEND, and on adapting our anti-bullying approaches to meet individual needs.

## **Policy and Support**

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

The school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents. This should form part of the new staff induction process.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **Involvement of pupils**

- We will:
  - Involve, where practical, pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvas children and young people's views on the extent and nature of bullying.
  - Ensure that all pupils know how to express worries and anxieties about bullying.
  - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
  - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - Utilise pupil voice in providing pupil led education and support.
  - Publicise the details of internal support, as well as external helplines and websites.
  - Offer support to pupils, who have been bullied, and to those who are bullying, to address the problems they have.

### **Involvement and liaison with parents and carers**

- We will:
  - Take steps to involve parents and carers, where practical, 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 work with the school to role model positive behaviour for pupils, both on and offline.
  - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
  - Invite parental views through workshops / focus groups and coffee mornings etc.

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

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning.
- The head teacher will be informed of bullying concerns, as appropriate.
- The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.
- Participate in training and support through the 'Race Equality' programme as well as the 'Sanctuary Schools' programme.

This policy will be reviewed annually by the governing body in consultation with:

- Staff
- Pupils (through school council and class discussion)
- Parents/carers

The review will consider:

- Changes to statutory guidance (particularly KCSIE)
- Analysis of bullying incident data
- Feedback from the school community
- Emerging issues and trends
- Best practice from other schools and organisations

The next review date is: **2027**

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: <https://www.childline.org.uk/>
- Family Lives: <http://www.familylives.org.uk>
- Kidscape: <http://www.kidscape.org.uk>
- MindEd: <http://www.minded.org.uk>

- NSPCC: <http://www.nspcc.org.uk>
- The BIG Award: <http://www.bullyinginterventiongroup.co.uk/index.php>
- PSHE Association: <http://www.pshe-association.org.uk>
- Restorative Justice Council: <http://www.restorativejustice.org.uk>
- The Diana Award: <http://www.diana-award.org.uk>
- Victim Support: <http://www.victimsupport.org.uk>
- Young Minds: <http://www.youngminds.org.uk>
- Young Carers: <http://www.youngcarers.net>
- The Restorative Justice Council: <http://www.restorativejustice.org.uk/restorative-practice-schools>

## **SEND**

- Changing Faces: <http://www.changingfaces.org.uk>
- Mencap: <http://www.mencap.org.uk>
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [http://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: <http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Cyberbullying**

- Childnet: <http://www.childnet.com>
- Internet Watch Foundation: <http://www.iwf.org.uk>
- Think U Know: <http://www.thinkuknow.co.uk>
- UK Safer Internet Centre: <http://www.saferinternet.org.uk>
- The UK Council for Child Internet Safety (UKCCIS) <http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>
- DfE 'Cyberbullying: advice for headteachers and school staff': <http://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE 'Advice for parents and carers on cyberbullying': <http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

## **Race, religion and nationality**

- Anne Frank Trust: <http://www.annefrank.org.uk>
- Kick it Out: <http://www.kickitout.org>
- Report it: <http://www.report-it.org.uk>
- Stop Hate: <http://www.stophateuk.org>
- Tell Mama: <http://www.tellmamauk.org>
- Educate against Hate: <http://www.educateagainsthate.com>
- Show Racism the Red Card: <http://www.srtrc.org/educational>

## **LGBT**

- Barnardo's LGBT Hub: [http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)

- Metro Charity: <http://www.metrocentreonline.org>
- EACH: <http://www.eachaction.org.uk>
- Proud Trust: <http://www.theproudtrust.org>
- Schools Out: <http://www.schools-out.org.uk>
- Stonewall: <http://www.stonewall.org.uk>

### **Sexual harassment and sexual bullying**

- Ending Violence Against Women and Girls (EVAW) <http://www.endviolenceagainstwomen.org.uk>
- A Guide for Schools:  
<http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf>
- Disrespect No Body: <http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual>

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

### **HELP ORGANISATIONS:**

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.