Foxbridge Primary School

Anti-Bullying Policy

2026–2027

Policy owner	Headteacher
Approved by	Local Governing Body
Date approved	
Review date	27 October 2027
Linked policies	This Policy links with a number of other school policies, practices and action plans including: Behaviour Policy, Complaints Policy, Safeguarding and Child Protection Policy, Confidentiality Policy, Safeguarding Children on Off-Site Visits Policy, E-Safety (Online Safety) and Acceptable Usage Policies, SEND

Contents

1. **Rationale**
2. **Aims**
3. **Definition of Bullying**
4. **Forms of Bullying**
5. **Preventing Bullying**
6. **Identifying Bullying**
7. **Responding to Bullying**
8. **Bullying which occurs outside of school premises**
9. **Bullying of Adults**
10. **Links to legislation**
11. **Responsibilities**

1. Rationale

At Foxbridge Primary School, we recognise the importance of a positive approach to the behaviour of pupils in school. We recognise that bullying can have a devastating effect on individuals as it can be a barrier to their learning and have serious consequences for their mental health. We recognise that bullying which takes place at school not only affects their childhood but can have a lasting effect on their lives, well into adulthood. We understand that the first and most important educators of pupils are their parents/carer and therefore recognise and value their support with regards to their child's readiness to learn and recognise that we must work closely with them to ensure collectively we have common goals and approaches to tackling bullying.

We believe that pupils make the best progress when home and school work together As a school we feel it is important to promote a safe, secure and stimulating environment to allow all members of the school community to feel secure, respected and therefore promote good behaviour in others.

This policy is based on the DfE guidance "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", July 2017.

2.Aims

To promote and develop a school ethos where bullying behaviour is regarded as unacceptable:

- To ensure a safe and secure environment is sustained for all pupils
- To support all staff in being able to promote positive relationships which prevent bullying and to have the skills to be able to effectively intervene by identifying and tackling bullying behaviour appropriately and promptly
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe and are enabled to learn; and that pupils are provided with appropriate intervention support which enables them to abide by the anti-bullying policy

3. Definition of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. (DfE Guidance "Preventing and Tackling Bullying. Advice for head teachers, staff and governing bodies", July 2017).

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. This includes the

same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the 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.

4. Forms of Bullying

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can happen to anyone. This policy covers all types of bullying including

-Bullying related to race, religion, culture

- Bullying related to special educational needs or disabilities
- Bullying related to appearance or physical / mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or adopted children, or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying

Bullying in relation to general perceived differences. We recognise that bullying may be:

- Physical
- Psychological (e.g. knowing what upsets someone)
- Bullying which derives from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate
- Intimidation (e.g. threat of violence, by isolating them physically or online)
- Low-level disruption and the use of offensive language.

In addition to the above, as a result of the rapid development of, and widespread access to, technology Cyber Bullying has become a new medium for 'virtual bullying'. This bullying can occur in or outside of school and at all times of the day. It also has a potentially bigger audience due to the rapid pace at which social media information and comments can be spread.

5. Preventing Bullying

We believe that our first priority is to stop violence and ensure immediate physical safety for our pupils, but we also fully recognise that emotional bullying can be more damaging than physical and therefore we have to ensure all our teachers and staff well trained in:

- dealing with prevention and early signs of bullying
- being vigilant and able to identify potential occurrences of emotional bullying,
- understanding the importance of listening to pupils
- Cyber-bullying, as a result of the rapid development and widespread access to technology

We recognise that many children (victims) are often too scared/ worried to report anything. We are committed to early intervention as we believe that this helps to set clear expectations of the behaviour that is and isn't acceptable and helps to stop negative behaviour escalating.

At Foxbridge Primary School, our vision is for pupils to feel safe, valued and empowered to succeed both now and in the future. We aim to achieve this through embedding our School Values-Respect, kindness, Excellence, Responsibility and Resilience. These are regularly promoted in assemblies and displayed throughout school. This is to ensure that EVERY CHILD fully understands what is expected of them, and how they are expected to behave. We believe that this is a key part of our prevention of bullying strategy.

Our behaviour policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Our prevention strategy will be focused on:

- Providing a school community which creates and supports an inclusive environment which promotes a culture of mutual respect, consideration and care for others. And ensures that this is upheld by all members of the school community
- Partnership working with staff and outside agencies to identify all forms of prejudice driven bullying and draw on expertise to help us support our pupils, where required, and further develop staff skills.
- Maximising the benefits of our PSCHE programme in providing systematic opportunities to develop pupils' social and emotional skills, including their resilience to deal with bullying or pressures to engage in bullying related activities
- Providing a range of approaches for pupils, staff and parents/ carers to access support and report concerns

- Challenging practice which does not uphold the values of tolerance, non-discrimination and respect towards others
- Consideration of all opportunities for addressing bullying in all forms throughout the curriculum, and supported with a range of approaches such as through displays, assemblies, peer support and use of Anti-Bullying ambassadors
- Regularly updating and evaluating our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

We will involve pupils in our prevention strategy by:

- Regularly canvassing pupils' views on the extent and nature of bullying
- Supporting pupils in developing the skills and confidence to be able to express worries and anxieties about bullying
- Ensuring all our pupils are aware of the range of sanctions which may be applied against those engaging in bullying, including access to social media or mobile phones, where there is a reasonable cause for concern, to check for potential cyber bullying
- Involving pupils in anti-bullying campaigns in school and through embedded messages in the wider school community
- Publicising the details of help lines and websites where pupils can seek additional help and support
- Offering support to pupils who have been bullied to minimise impact, and support to those who are bullying in order to address the problems – the root causes - to prevent future incidences of bullying

In addition to the above our School Council team will be peer mentors in the school community during break times, lunchtimes and will be involved in assemblies and whole school awareness days.

We will liaise with parents and carers by:

- Making sure that key information and expectations (including policies and named points of contact), about bullying is available to parents/ carers in a variety of formats
- Ensuring all parents/ carers know who to contact if they are worried about bullying
- Ensuring all parents/ carers know about out complaints procedure and how to use it effectively
- Ensuring all parents/ carers know where to access independent advice about bullying
- Working with all parents/ carers and the local community to address issues beyond the school gates that give rise to bullying

- Ensuring all parents work with the school to role mode positive behaviour for pupils, both on and offline in relation to the above the Home: School Agreement will be used to reinforce some of these expectations.

To help prevent potential incidences of bullying the school staff will collectively gather information and intelligence about issues between pupils which might provoke conflict, with the aim of addressing the concerns early, and will then identify relevant strategies, including use of restorative justice, group or paired discussions, or relevant PSCHE activities to help the pupils understand and accept the difference which are causing concern.

Alongside this, the DSL team (Katherine Ng-Bell, Libby Hickman and Sarah Stevens) will ensure that staff are supported in their collection of information, ensure that issues and cases of bullying are discussed during senior leadership time, identify trends in cases and liaise with the safeguarding governor (Sarah Ledger) to ensure that anti-bullying remains a key focus for the school.

6. Identifying Bullying

All staff will have relevant training and support to enable them to vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

The school is aware that some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. The school recognises that these children are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family

crisis.

In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all. In response to this school staff are expected to have increased vigilance in relation to such pupils/ groups of pupils and this is built into the pastoral care of the school.

In relation to Cyber Bullying and in line with the amended powers identified in the Education Act 2011, the school will, where required and when authorised by the headteacher, examine data or files, on social media or phone, where there is good reason to do so, to help the identification or any potential cyber bullying. If evidence of cyber bullying is found the school will either delete the information or keep it as evidence to support the school in identifying action to be taken.

7. Responding to Bullying

When responding to incidences of bullying, taking account of the severity, the school will focus on supporting the pupil who has been bullied (the victim), to minimise any short- or long-term impact of the bullying. The nature and level of support will depend on the individual circumstances and the level of need with support ranging from - just letting the pupil know someone is there for them; specific pastoral support; formal counselling; referring to local authority children's service team; completing a Common Assessment Framework; referring to Child and Adolescent Mental Health services (CAMHS).

In all cases where a pupil has been the subject of bullying parents will be informed. They will also have the opportunity to discuss with the school the action taken to support their child. The school recognises that it is important for both the pupil and the parents to feel confident that the school has taken the bullying seriously and is committed to ensuring the bullying does not continue.

In summary pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Discuss with them how to respond to bullying concerns and how to build resilience, as appropriate
- Providing reassurance for the pupil, listening to them and providing continuous support
- Supporting the pupils by restoring their self-esteem and confidence

- Working with the wider community and local/ national organisations to provide further or specialist advice and guidance
- Providing additional attendance support for pupils who have been bullied to help them get back into a regular pattern of attendance, including providing identified respite area for particular times of the day

The school recognises that in some circumstances the consequences of bullying may lead to a child experiencing pronounced social, emotional or mental health difficulties. In such cases the school will work with parents and other relevant agencies to review the child's short-term needs and plan appropriate provision for these short-term needs, including the identification of what actions to ensure the impact on the child's learning is minimised.

Although not routinely considered for a bullied child, if, after a period of time, when the short term action is identified as having limited impact, it is considered that the impact of the bullying is now identified as leading to persistent, long-lasting difficulties, which will mean they cause the child to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child will benefit from being assessed for SEN.

In addition to the pupil who has been bullied the school will also provide support and intervention for the bully or bullies, to ensure all relevant action is taken to minimise any such bullying incidents in being repeated and help the bully/ bullies understand what they have done wrong and the effect of their actions.

In addition to this, appropriate sanctions will also be identified, to ensure the bully/ bullies understand what they have done is wrong and why this is wrong. In identifying the relevant disciplinary measures, the school will identify appropriate sanctions taking account of any special educational needs or disabilities that the pupils may have and the needs of vulnerable pupils.

In addition to this, the school will also consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in the bullying may be provided with additional support in line with that as a victim

In summary, pupils who have bullied will be helped by:

- Discussing with them what happened and establishing the fact of the level of the concern and the need to change
- Application of relevant in-school sanctions, in line with the school behaviour policy. This may include official warnings, removal of privileges, and if

necessary fixed-term or permanent exclusion, and will take into account the level of needs of the bully
- Informing parents/ carers and seeking their support to help change the attitude and behaviour of the pupil, including the implementation of appropriate sanctions at home
- Involvement of the policy or other local services
- Consideration of the motivations behind the bullying and whether the child is at risk, and in such cases the identification of any relevant support, to minimise or remove the risks

Steps taken by the school when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the alleged bullying will be recorded and given to the headteacher or a DSL, while also ensuring the alleged victim and bully are separated (either knowingly by the pupils or by the alleged victim being given a safe place)
- The Headteacher (DSL) and DDSL's will investigate the alleged bullying through the gathering of relevant interview statements or other evidence. If it is believed that this is linked to cyber bullying, then, in the case of this being investigated by SLT, with the permission of the headteacher, relevant social media or phone evidence will be looked at. Where it is not possible to access data/ information which is believed to be serious the police may be involved to enable the service provider to provide the relevant information.
- Relevant teachers/ staff will be kept informed
- Parent / cares will be kept informed
- Sanctions will be used, as appropriate and in consultation with all parties concerned
- If necessary, in addition to the case of cyber bullying identified above, the police or other local services may be consulted or involved

8. Bullying which occurs outside of school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. This may include bullying incidents occurring anywhere off the school premises such as on public transport, outside the local shops, or in a town or village centre. However, the school recognises that it can only impose any action or the disciplinary sanction on the school premises or when the pupil is under the lawful control of school staff, while on a school trip or similar.

Where bullying outside school is reported to school staff, it will be investigated and acted on, in accordance with this anti-bullying policy, and sanctions identified in line

with the school's behaviour policy. The headteacher should 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 pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

9. Bullying of Adults

The school recognises that bullying not only occurs with pupils and that in some cases adults involved within the school (staff and parents) may also be subject to bullying. In such cases where these are reported to the school, the adult will be supported by:

- Offering an immediate opportunity to discuss the concern with SLT or the headteacher
- Being advised to keep a record of the alleged bullying as evidence and advice provided regarding how to respond to the concerns or build resilience, as appropriate
- Investigating the relevant alleged incident to establish the facts, leading to relevant action being identified/ taken in line with school's behaviour policy
- 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) who have bullied will be helped by:

- Having the opportunity to discuss what happened with a senior member of staff, to establish the concerns and identify action which was not appropriate
- Clarification of the school's official procedures for raising complaints or concerns
- If online, requesting content be removed and/or reporting account/ content to service provider
- Instigating disciplinary action (staff) or civil or legal action

If any member of staff has cause to retain an electronic device that is prohibited by the school rules or finds an electronic device and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, then after seeking support from the headteacher or SLT, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, must not be deleted prior to giving the device to the police.

10. Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law.

These include:

The Children Act 1989
When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

Protection from Harassment Act 1997, the Public Order Act 1986, and the Malicious Communications Act 1988
Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

The Equality Act 2010
A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advanced equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it. The school is required to comply with the PSED.

In addition, Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment.

The Education and Inspection Act 2006, 2011
Section 89 of the Education and Inspections Act 2006 provides that maintained

schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

The Education (Independent School Standards) regulations 2014
The Education (Independent School Standards) Regulations 2014 provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

Children and Families Act 2014
In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

The Malicious Communications Act 1988
If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Special Educational Needs and Disabilities (SEND) Code of Practice
While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

No Health Without Mental Health: Implementation Framework July 2012
In July 2012 the cross Government No Health Without Mental Health: Implementation Framework was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.
The Computer Misuse Act 1990

11. Responsibilities

It is the responsibility of the:

- School Local Governing Body to monitor and review this policy
- School Local Governing Body, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to understand the requirements of this policy and effectively implement these requirements
- Headteacher to communicate the policy to the school community
- Parents / carers to support their children and work in partnership with the school in line with policy expectations and the Home School Agreement
- Pupils to abide by the Policy
- Flying High Partnership, to monitor incidences of bullying across Trust Schools, in particular bullying incidences which have a serious mental health impact on a pupil, including the action being taken by the school to support the pupil, and the effectiveness of the school in implementing the Anti-Bullying Policy

Appendix 1

Supporting Organisations and Guidance – Further Sources of Information

Other departmental advice and guidance to support

- DfE Behaviour and Discipline in Schools Guidance
- Mental health and behaviour in Schools advice for school staff
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Keeping Children Safe in Education (KCSIE)
- Working together to safeguard children Legislative links o Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014
- Power to tackle poor behaviour outside school
- The Equality Act 2010

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

- The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100

organisations into one network to develop and share good practice across the whole range of bullying issues.

- The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.
- The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.
- Restorative Justice Council: Includes best practice guidance for practitioners 2011.
- Cyber-bullying and online safety
- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Internet Matters: provides help to keep children safe in the digital world.
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

- Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying o EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity
- Proud Trust: helps young people empower themselves to make a positive

change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
- Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health
- MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross government-outcomes-strategy

PSHE
- PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and

discrimination, and cultural diversity.

- Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.
- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
- Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.
- Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-Bullying

- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti bullying practice in relation to sexual bullying.
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk o DfE: “Preventing and Tackling Bullying. Advice for Head Teachers, 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 Relevant website addresses
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

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

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- SEND Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of_practice-0-to-25

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational